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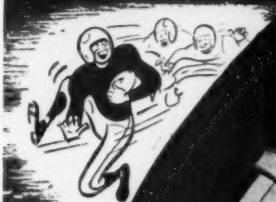
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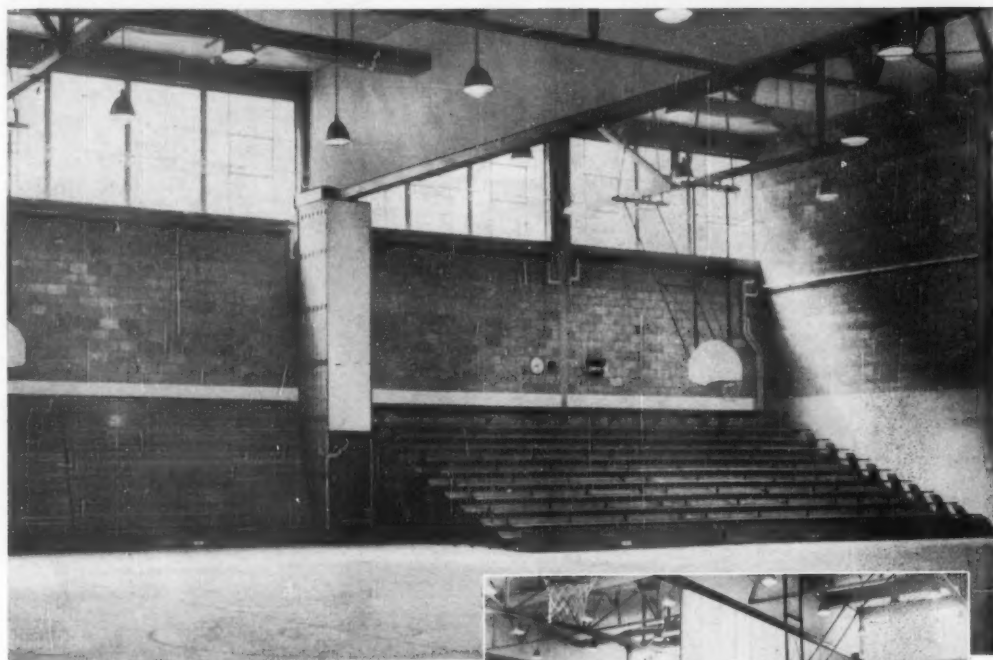
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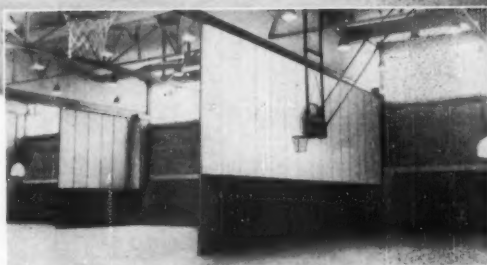


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Here
Below

Olympian raison d'être

WORLD peace depends largely upon good will, understanding, and friendship among nations. Friends work out their differences; enemies fight. However, peace cannot be achieved solely by foreign ministers or the United Nations. It's a task for all areas of civilization—politics, religion, education, and athletics.

In athletics, the chief springboard is the Olympic Games. One of the basic objectives of the Games is the promotion of international understanding and good will. Critics of the Games will be quick to point out the numerous disagreements and unpleasant incidents connected with them. Nevertheless, the Olympics possess many substantial values.

FIRST, athletic contests, unlike other struggles, tend to promote friendship between victor and vanquished; and an event like the Olympics binds the contestants closer together in mutual understanding and respect.

If the Olympics serve no other purpose than to show each athlete how much he has in common with athletes from other nations, they are well worth the effort.

It's interesting to note that the great majority of participants hold the Olympics in high regard. They feel that the Games serve their avowed purpose—creating and strengthening the bonds of friendship among nations by peaceful meetings on the field of sport.

SECOND, the Olympic Games give the man on the street an appreciation and a perspective of people in other parts of the world. The Games tend to break down national exclusiveness and ignorance of other people.

The United Nations might promulgate hundreds of programs, the diplomats might agree upon hundreds of humanitarian principles. But none of these is as apt to captivate the masses as the sportsmanlike conduct and the friendliness of

the competitors in international games.

Though the layman may not have a real insight into an organization like the U.N., he'll instantly grasp and respond to any action involving a team winning or losing in a sportsmanlike manner.

The Olympic Games will never stop wars, but they can, and do, encourage nobility of character and interest millions in a friendly international competition. Their effect cannot be underrated. They're bound to leave some imprint on a world longing for peace.

THIRD, no matter how seriously a country questions the effort to support a team or how badly its feelings are hurt during the Games, it usually appears at the next Olympics. No nation has ever refused to participate in the Games through disagreement with the rules.

The universality of sport implies a democratic and educational process whereby all nations share in setting up the rules and practices and in abiding by the decisions that are made. Such a process serves to strengthen the bonds of freedom and friendship between nations, and to carry over to other types of international intercourse.

FOURTH, the Olympic Games tend to accentuate the idea of sport and to raise the standards of sportsmanship all over the world. The Games have done much to elevate amateur athletics, setting a high and always improving standard of accomplishment.

To be an Olympic participant or champion has become a laudable ambition. If the different countries of the world were to offer their youth the opportunity to be outstanding athletes rather than outstanding soldiers, it's conceivable

that the ultimate result would be world peace rather than world conflict. Youth would certainly prefer following the Olympic code and standards than observing military goals and aspirations.

FFIFTH, though the Olympic Games don't attempt to prove that all the competing nations are friendly to one another and are willing to make sacrifices for each other, they still hold up the worthy ideal of international amity and understanding through athletic contests. It's certainly wiser to expose the nations to an activity with such an ideal than not to make the effort at all.

The Olympics cannot enforce peace, but there's no other organization, except possibly the U.N., in which so many nations cooperate so spontaneously in a common purpose and effort. Any healthy common interest that promotes international friendliness is worth all the time, energy, and money needed to cultivate it.

The fact that growth is slow is no reason for discouraging it. On the contrary, it is an argument for intensifying the cultivation.

FINALLY, while the contributions of the Games to international amity is a controversial issue, one cannot deny that the Games offer nations an opportunity to display their national pride by means other than war. And that's a reason sufficient onto itself for holding the Olympics.

Since so many people aren't aware of the value and contributions of the Games, it's the duty and responsibility of educators to discuss, evaluate, and disseminate the true facts about the Games.

The Olympics are significant because they've become an international institution involving as many countries as the United Nations, and because they've joined forces with all other institutions and movements striving for the cause of world peace.

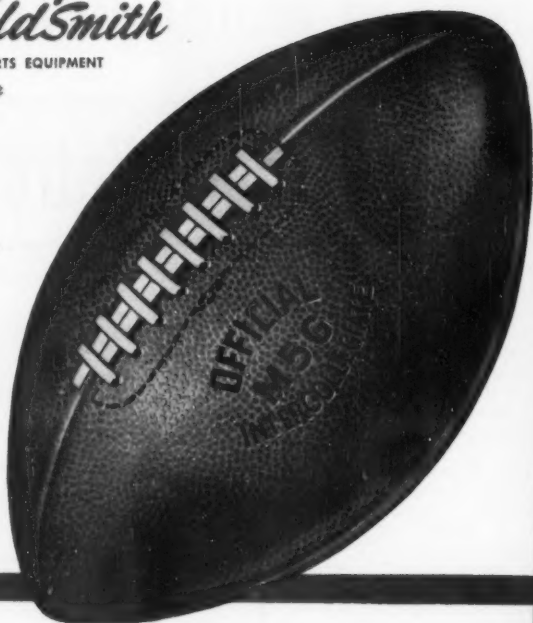
(Concluded on page 43)

By DONALD E. FUOSS

Associate Professor of Physical Ed
Football-Track Coach, Bethany College

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Crowther

Offensive Line Play

By RAE CROWTHER

Line Coach, University of Pennsylvania

WHEN you ask an offensive lineman to do a certain job, you must put him in a position that will enable him to do that job with the least possible wasted motion and the maximum amount of power and shock.

Everything a lineman does originates from his stance, whether it is striking a blow, pulling out, or going downfield. The stance must be easy, natural, and uniform—always remaining the same.

The easiest way to teach a good stance is to have the player stand up straight with his feet comfortably apart about under his armpits. Now tell him to drop his right foot back so that the toe comes about even with the instep of the left foot. When he stands thus, you will notice the natural position of his knees.

The next step is to have him bend over, drop his arms on his knees, and keep his head slightly up—staying in a nice relaxed position and still keeping the knees in. Finally, have him put his right hand on the ground with spread, firm fingers, as illustrated.

The player should arrive at the stance shown, a relaxed position with the back straight and almost parallel to the ground, the head slightly up looking downfield with split vision at the opponents, the left arm resting on the thigh, and the right hand grounded slightly inside the right leg with just a little weight over it.

The main weight is equally balanced over the inside balls of the feet, with the legs well under the body and the buttocks cocked back.

The most important point of all is to have the knees down and forward so that the lower legs approach a position parallel to the ground.

Note this in the photo of the side view. In this position, the player can hit off either or both legs.

While it's easy to get the right lower leg in the proper parallel position, many boys have difficulty positioning the left leg. They're inclined to plant the left leg perpendicular rather than parallel to the ground. When planted perpendicularly, the left leg is not in a driving position.

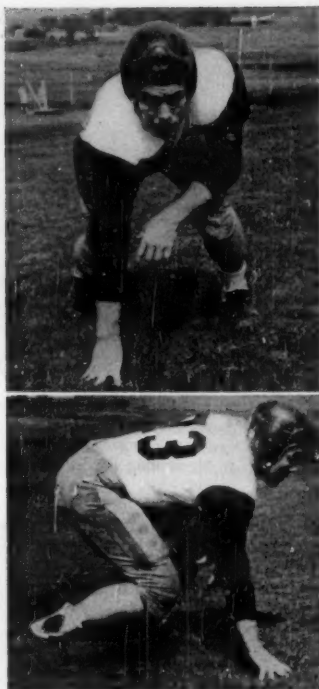
Several of the basic blocks are demonstrated on the next page. A special word is in order on the shoulder block. This is the most important of the blocks and probably the hardest to teach.

Note in the first picture of the sequence, the relaxed yet cocked stance of the offensive player (man on right). The second picture demonstrates the technique of hitting out, striking the blow with correct body position.

The force of the blow comes largely from the buttocks. The buttocks are thrust forward, driving the shoulders and the body like a battering ram. The head comes up to form a bull neck, and the back is kept straight.

Note carefully the angle of force of the lower legs throughout the sequence. The blow is delivered quickly with power and direct motion. In the third picture, the legs have come into action, giving the lift and directing the force upward. Particularly note how the right leg comes well up under the body to furnish balance and control.

In the fourth picture, the head is turning the opponent as the left leg widens to change the direction of the force in order to move the man laterally. When the opponent is straightened up, he's naturally



BASIC STANCE

off-balance in a weakened position. The final step is the follow through (last picture)—leg drive with short digging steps for control of the opponent.

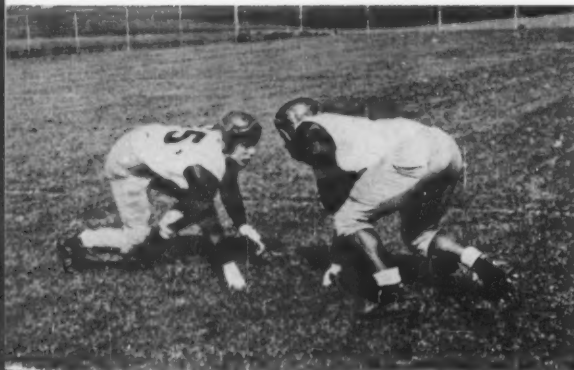
We believe in teaching this vital block from the ground up. Our basic drills on it are illustrated and explained on pages 10-11.

The running shoulder block (which is demonstrated on the next two pages) is recognized as the most important of the running blocks.

The picture sequence illustrates the approach for the long trap at full speed from the basic stance. Since the offensive man is approaching his target from an inside-out angle, note the relationship of the players to the white line.

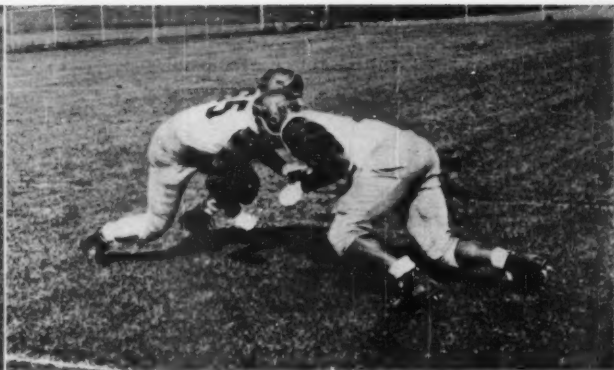
The blocker is moving nicely, with his eyes on the opponent and his body well under control, enabling him to hit a moving target. It is interesting to note how the blocker gets inside his man before striking the blow.

The final picture shows the result of good solid contact with an upward thrust. The opponent is lifted cleanly off the ground. The blocker finishes up with his legs well under him, ready to follow through on his block.

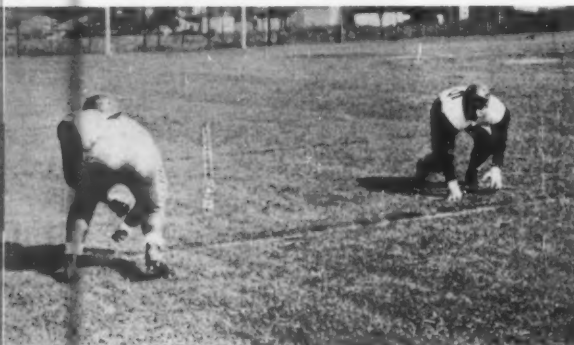


SHOULDER BLOCK

Player on right is the offensive man. Note his easy, relaxed, yet cocked stance in picture 1. No. 2 shows him hitting out, striking the blow with correct body posi-

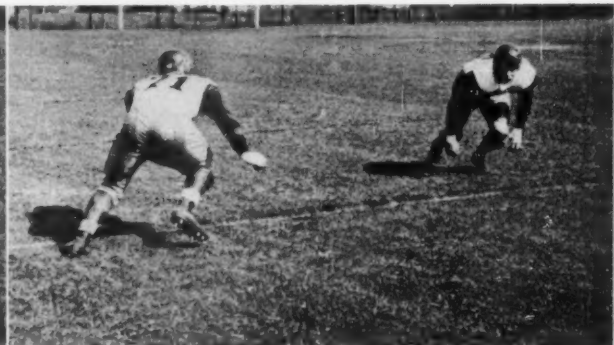


tion. The force of the blow comes largely from the buttocks. As you may see here, the buttocks have been thrust forward, driving the shoulders and the body like a battering ram. The head has come up to form a bull neck and the back is straight.

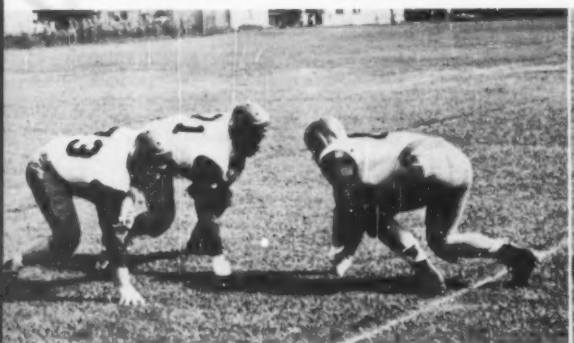


RUNNING SHOULDER

This sequence illustrates the approach for the long trap at full speed from the basic stance. It is interesting to observe the relationship of the player to the white

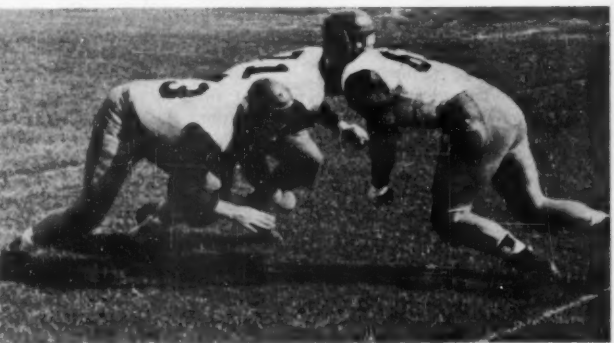


line, as the offensive man works for an inside-out angle. No. 1 finds the player just moving out after the snap. He drives at his man with his eyes on the target and his body under good control, enabling him to hit a moving target. In No. 3 the



POST AND POWER

In our post-and-power block, we like the post man (far player above) to strike a little higher blow than the power man. He shoots out much the same as in the



other blocks. He strikes the blow with his right shoulder, raising and turning his opponent at the same time. This turning is done by bringing the right foot up faster than normally. The player then follows up with short, driving steps under good



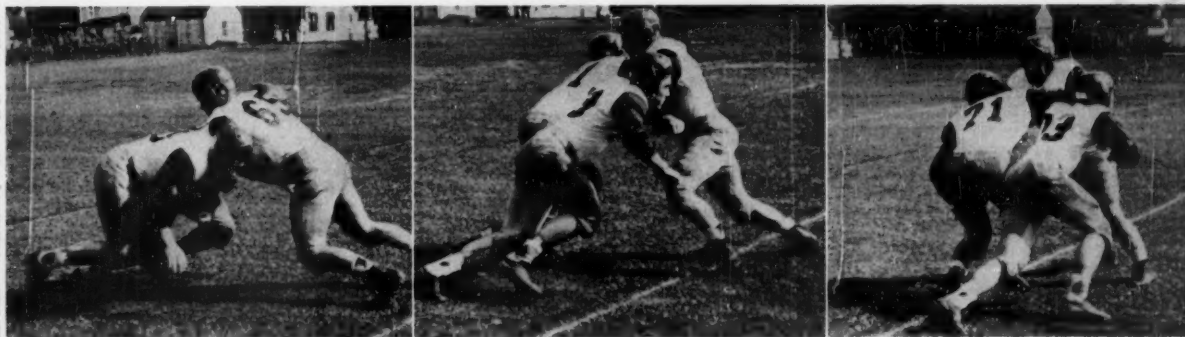
Note carefully the angle of force of the lower legs. The blow is delivered quickly with power and direct motion. The legs come into action in No. 3, furnishing the lift and directing the force upward. In No. 4 the head is turning the opponent as

the left leg widens to change the direction of force in order to move the opponent laterally. Once the latter is straightened up, he is off-balance in a weakened position. No. 5 shows the follow through—leg drive with short digging steps.



opponent has just crossed the white line, and the blocker is moving in on him from the inside. No. 4 catches him in the act of striking the blow. The last picture shows the result of good solid contact with upward thrust. The opponent has

been lifted cleanly off the ground. Note the position of the blocker's legs. The player is square with his legs well under him, ready to follow through on the block. The mastery of this running shoulder block is essential to the success of every offense.



balance. This raising and turning action sets up the defensive man for the power-and-turning man. Note the second picture—how the far man is shooting his right shoulder in and up to straighten the opponent. As the sequence progresses, you

can see the power (near) man strike his blow and apply the turning action. Notice how nicely the blockers keep their legs under them after establishing contact with a battering action. Once the opponent is straightened up, the battle is won.

Development of shoulder block

THE mechanics of the shoulder block are perfected through graduated drills on a special practice machine (Crowther Charger, Blocker and Tackler).

Hitting Out from a Six-Point Stance (top strip on right): Since we like the machine to be stationary on this drill, we weight it with four players. Notice how the two blockers are relaxed in the first picture, with heads up, eyes on target, and buttocks back.

On the signal, "Ready hit!", they strike a blow without moving their feet. The force of a real blow stems largely from the buttocks, and this is accentuated here. The players develop power from the buttocks almost from necessity, inasmuch as their legs are practically immobile. As the player hits, he straightens out and tightens up ("solid as a rock"), making impact with terrific shock.

Note that the buttocks have been thrust forward in the second picture, driving the shoulders and body like a battering ram. The back must be kept straight at all times to accomplish this. The arm on the striking shoulder has come up to broaden the blocking surface, though the opposite hand still hasn't left the ground.

In the third picture, the players have straightened out and tightened up, exerting full force. The machine and its four anchorages have been lifted off the ground by the shock and upward thrust.

Also note how the upward thrust stems from the legs. We like the players to hold the rigid position a few seconds, then drop back to the six-point stance and repeat. We give each player about four shots with one shoulder, then four with the other. After this, the two players standing toward the front of the machine go to the rear of the blocking line, while the two that just finished blocking assume standing positions at the rear of the machine.

In the second drill, we start in a six-point stance, hit out, and return to a six-point stance rapidly on "Ready hit!", "Ready hit!", "Ready hit!" This teaches quick hitting, balance, body control, and second effort.

Hitting Out from a Three-Point Stance (center strip): In this third drill, the players hit out on count. Note how the boys uncoil in the second and third pictures. Though the

buttocks have shot forward, the right hand of one player is still touching the ground.

Also note the angle of the lower legs' force throughout the sequence. The blow is delivered quickly with power and direct motion.

In the third picture, the players are straightening out. The legs have gone into action, giving the lift and directing the force upward in a straight line. The hands are just coming off the ground and the head has come up and back.

The last picture shows the players straight, tight, and solid, giving full impact to the blow. Each player takes four shots, then changes position and repeats with the other shoulder.

In our next (fourth drill), the players execute this action and return to the three-point stance rapidly on "Ready hit!", "Ready hit!", "Ready hit!"

Development of Follow Through (bottom strip): Having developed the punch with correct body position, we're ready to move on to our fifth drill. This develops the combination of the blow with the follow through and leg drive so essential to good blocking.

The second picture shows the body uncoiling and hitting out. Note again how the force of the drive comes from the buttocks and then continues from both legs. Some boys are inclined to step as they hit,

rather than drive from both legs. The step robs the blow of its power. The body should always be ahead of the legs. The third picture shows the action of the body and legs almost at contact.

The fourth picture demonstrates the contact and the last picture shows the follow through. The instant the shoulder makes contact, the legs start driving with short digging steps from a wide base. They work to lift and get well up under the body so that the player can work into a strong balanced position to control his opponent.



► **THREE-POINT STANCE**

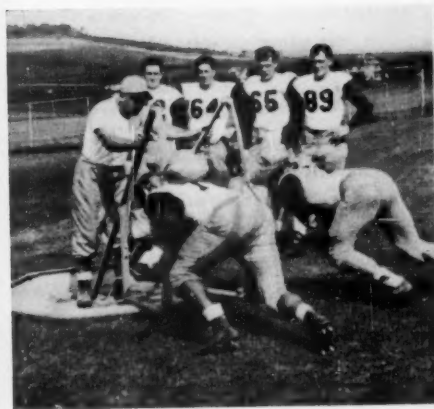
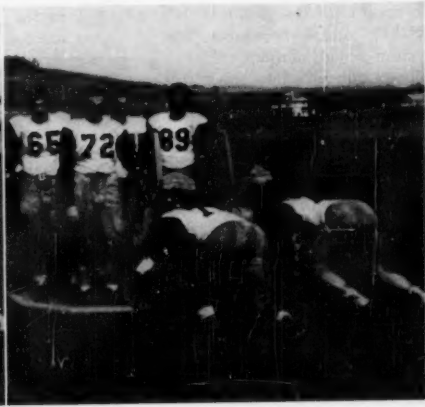


► **DEVELOPMENT OF FOLLOW THROUGH**





▶ HITTING OUT FROM SIX-POINT STANCE



Line Quarterbacking

Situation Blocking at Its Best

By AL DAVIS, Line Coach, Adelphi College (Garden City, N. Y.)

CHANGING defenses are the nightmare alleys of offensive football. The modern defense is seldom static. It shifts like sand—looping, charging, slanting, undershifting, overshifting, with line patterns changing from five to six or from six to four, etc.

Coaches cannot depend upon divine providence or their players' ingenuity to cope with the problem. It's simply too tough for makeshift counter measures. You need a plan, a definite system of adjustment.

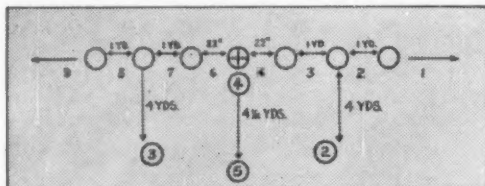
Various schemes have been concocted to meet this menace. But none of these, I believe, can do the job as soundly, efficiently, and simply as my triple line quarterbacking system at Adelphi College.

Based on the use of three auxiliary quarterbacks in the line, it offers a system of line blocking that can adjust to and handle any defensive alignment on any given play. It represents situation blocking at its best, and actually gives the offensive linemen several ways to open a hole, regardless of the defense that confronts them.

The system is simple to operate, reduces the margin of error to zero, and affords the best possible blocking angles and method of adjustability extant.

Before presenting the substance of my system, I believe a word on our basic formation is in order.

We use a balanced-line T formation with specific, unvarying splits between linemen. The guards split 22 inches from the center, while the tackles and ends split a yard out from the men next to them. The halves set up four yards directly back of the tackles, and the fullback deploys four and a half yards to the rear of the center. I'd like to repeat: *These splits never vary.*

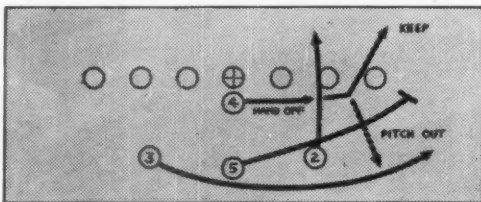


Diag. 1, offensive hole numbering system.

The same consistency is observed in our hole numbering. We number our holes between and outside the offensive linemen (Diag. 1). This offensive hole numbering, coupled with our line quarterbacking, gives us a huge advantage in that it solidifies the point of attack. No defensive maneuver can force us to change it. This claim cannot be made by teams that number the defensive holes.

Thanks to this system, our backs do not have to adjust their movements to changing defenses. They run their assignments according to the backfield series called by the T quarterback. The linemen do the rest.

We run our backs in series, with each series embodying a different pattern for the backs. For example, our 1 series is the basic Split T pattern sometimes called the halfback handoff series (Diag. 2).



Diag. 2, the 1 or halfback handoff series.

Our plays are numbered in three digits. The first number denotes the backfield series, such as 1; the second number indicates the ball-carrier, such as 2; and the third number denotes the hole or point of attack, such as 3. A 123 play, for example, would be a handoff to the right half between tackle and guard.

When the play is called in the huddle, the linemen listen for the last number—denoting the hole through which the play is going. *They have no assignments until they reach the line of scrimmage.* There they receive their assignments from the offensive line quarterbacks.



Diag. 3, the three offensive line quarterbacks.

We have three such quarterbacks, as shown in Diag. 3. Our left tackle is the quarterback for the 9, 8, and 7 holes; our center is the quarterback for the 6 and 4 holes; and the right tackle controls the final three holes—3, 2, and 1.

These three line quarterbacks have five different calls at their disposal, denoting blocking patterns that can handle any defensive set-up. These calls—which will be explained as we go along—are S, C, ST, CT, and SO.

Let's assume we're running the 131 play. The last of the three digits—1—tells us that we're hitting hole number 1. Our right tackle is the quarterback for

this hole, and it's up to him to determine which of the five calls can best handle the defensive set-up at the hole.

Three of them or maybe only two may be workable against this particular set-up. In any light, the line quarterback will always have at least one call that will afford the men at the hole good blocking conditions. The point to remember is that the line quarterback's call always determines the blocking pattern.

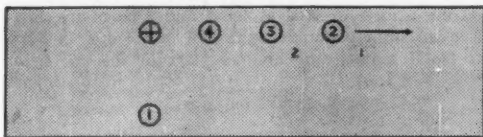
After the play has been called in the huddle, the linemen set up on the line in their normal splits with their hands on their knees, feet parallel, heads and eyes forward, in a crouched position.

The point of attack having been determined in the huddle, the three quarterbacks now make their calls. But only one of these calls is significant, and that is the one made by the line quarterback for the hole under attack.

We have the left tackle call first, our center next, then our right tackle. We have the left tackle call first because more plays are run to the right than to the left, and the right tackle can use the extra seconds to look over the defense. After the calls have been made, the T quarterback puts the linemen down in the ready position.

The calls do not depend on the overall defensive alignment but rather on the position, size, and ability of the defensive men at the point of attack.

All right now, let's see just how the system operates. As I have repeatedly said, the right tackle is the quarterback for the No. 1, No. 2, and No. 3 holes. At the first two holes, he works with a backfield man, the right end, and the right guard.



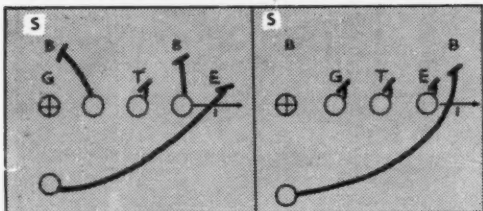
Diag. 4, the four key blockers at the 1 hole.

In our 1 series, as shown in **Diag. 2**, the backfield man in question is the fullback. He becomes our outside man at the 1 and 2 holes. As you may note in **Diag. 4**, our right end is the second man, our right tackle is the third man, and our right guard is the fourth man at the hole.

Let me state right now that we consider any defensive man within five yards of the scrimmage line as a defensive lineman. We don't differentiate between defensive linebackers and defensive linemen in our blocking situations—they are all considered defensive linemen.

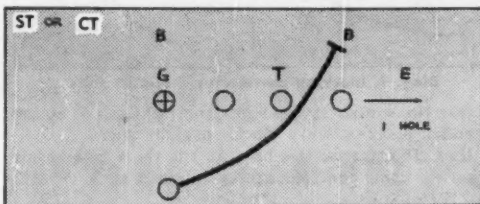
Now let me repeat the five types of calls available to our line quarterbacks—S, C, ST, CT, and SO.

If our right tackle calls S, everyone concerned at



Diag. 5, S blocking against a 5-3 and 6-3.

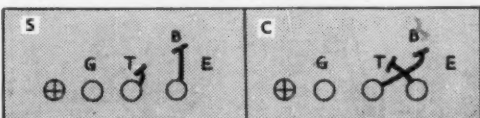
the 1 hole, namely the fullback, right end, right tackle, and right guard, blocks straight ahead. **Diag. 5** shows this in action against a 5-3 and 6-3 set-up. For our backs (in this case the fullback), straight ahead means taking the outside defensive lineman at the hole.



Diag. 6, fullback's blocking on ST or CT call.

Our back at the 1 and 2 holes always blocks straight ahead unless he hears a call with a T in it, like ST or CT. When he hears these calls, at the 1 and 2 holes, he must block the second defensive man in from the outside—the player next to the outside opponent. **Diag. 6** demonstrates the back's blocking at the 1 and 2 holes on these calls.

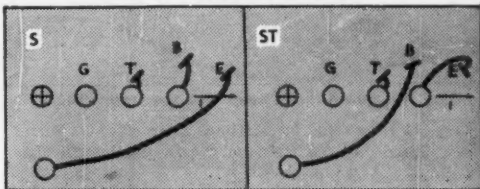
If the right tackle were to call C, the outside man (fullback in this case) would block straight ahead. As I said before, he always blocks straight ahead unless he hears a call with a T involved. He'll then take the second defensive man in.



Diag. 7, how tackle and end swap S duties on C call.

On any C call, the 2 and 3 men at the hole—right end and right tackle—exchange their normal S call assignments. This is shown in **Diag. 7**.

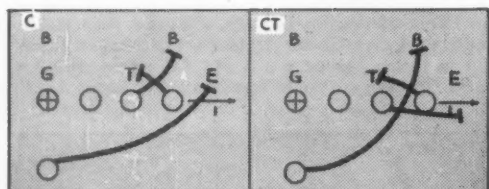
The right end and right tackle know that the fullback will always take the outside man unless he hears a call with a T. They know that when he hears a call with a T, he'll take the second opponent in from the outside and that one of them will have to take his man—the outside opponent.



Diag. 8, how full and end respond to S and ST calls.

Hence, when the call ST is given, the right end knows that whereas on a normal S he'd take the second man in, the addition of T means that the fullback will take the second man and that he must now take the outside man. This is clearly shown in **Diag. 8**.

Diag. 9 shows how the principle works for the CT call. The normal C call tells the right tackle he has the second man in. The addition of T, making the call CT, signifies that the fullback will now take the second man in—leaving the outside man for the right tackle.

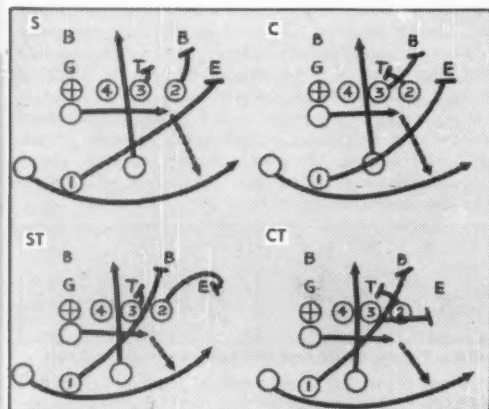


Diag. 9, blocking pattern for C and CT calls.

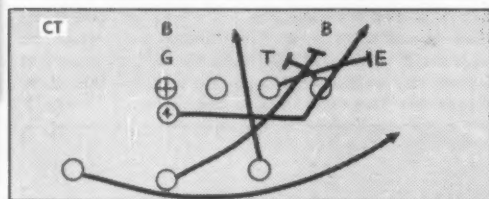
Our No. 4 man at the hole—the right guard at the 1 and 2 holes—always blocks straight ahead.

Diag. 10 demonstrates how we run the 1 hole in our 1 series, using the four aforementioned calls (S, ST, C, CT) against the same defense.

These calls are also workable at the 2 hole, and involve the same four men. The only difference is that we're opening the 2 hole instead of closing it.



Diag. 10, running the 1 hole using the four calls.



Diag. 11, quarterback keep at 2 hole (play 142).

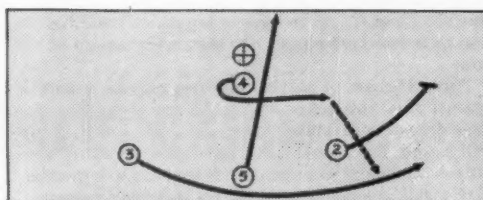
Diag. 11 shows our quarterback keep off the 1 series at the 2 hole, or, as we'd call it in the huddle, the 142 play.

All this presents a picture of how we like to run our 1 hole off our 1, or halfback handoff, series. We can very easily use the fullback as a flanker and get the same results.

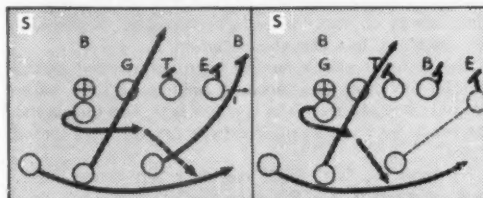
Now I'd like to show you how our 1 hole can be run off another series, namely our 2, or fullback handoff, series. On this series the right halfback takes the place of the fullback at the 1 and 2 holes; and the left half replaces the fullback at the 9 and 8.

Diag. 12 illustrates our 2 series. The play at the 1 hole off this series is called play 231. Our right half can be used from normal position or as a flanker.

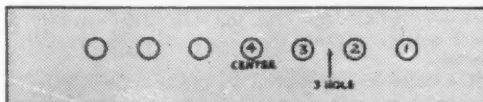
Diag. 13 outlines play 231 with S blocking. (Note that our quarterback uses a reverse pivot here.)



Diag. 12, the 2 series backfield pattern.



Diag. 13, play 231 with S blocking.

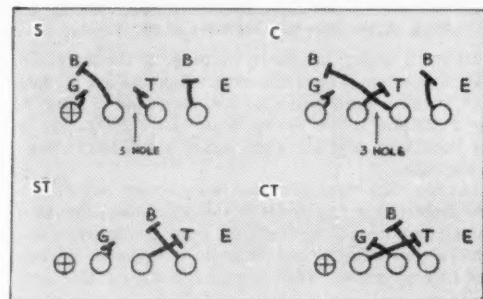


Diag. 14, the four key blockers at the 3 hole.

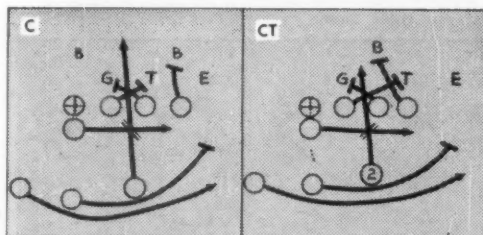
Diag. 14 shows how the 3, or handoff, hole is controlled by No. 1, the right end; No. 2, the right tackle; No. 3, the right guard; and No. 4, the center. This and the corresponding 7 hole are our handoff holes.

The 3 hole is line quarterbacked by the right tackle, and the principles used at the 1 and 2 holes are now observed with different men. The right end is now the No. 1 man at the hole in place of the backfield man (fullback).

(Continued on page 34)



Diag. 15, the four calls in action at the 3 hole.



Diag. 16, a 123 handoff on C and CT calls.

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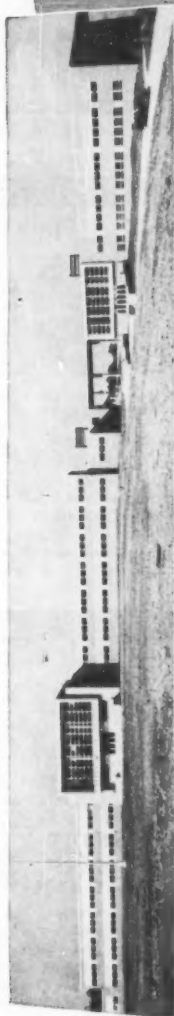
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BASKETBALL

IN, a bold, intelligent effort to discourage fouling tactics and restore law and order to the waning minutes of closely contested games, the National Basketball Committee drafted several radical changes into the code for 1952-53.

The right to waive free throws was stricken from the books. Henceforth, all charity tosses will have to be taken. But, by way of compensation, the free thrower will receive an *extra shot* if the first one is missed. This bonus shot will apply to all but the final three minutes of play.

During the closing three minutes, every foul will be treated as an intentional foul, calling for two free throws. This goes for both offensive and defensive infractions.

In case of overtime, the automatic two-shot regulation will prevail for all three minutes of the extra period in high school games, and for the last three minutes of the extra period in college games, with the bonus-shot plan applying to the first two minutes.

Otherwise, the foul rules remain the same. Two shots will continue to be awarded to any player fouled in the act of shooting (or one shot if the goal is made), and to any player deliberately fouled during the first part of the game.

In addition to the overhauling of the free-throw legislation, the N.B.C. drafted numerous other changes, all minor in nature. A chronological list of the more important of these changes, as reported by Mr. H. V. Porter, N.B.C. secretary, follows:

1-2 will be slightly revised to legalize courts on which floor areas out of bounds, in the center circle, and in the restricted part of the lane are stained a contrasting color, so that the bounding lines may be the hypothetical line separating the two stained areas rather than the customary two-inch boundary.

1-12 (note) will be expanded to permit use of a ball having a cover other than leather (rubber-covered ball), by mutual agreement and provided it meets all other listed specifications.

3-3 will be expanded to authorize an official to delay beckoning a substitute when the scorer's signal is too near the time the ball is to become alive.

3-4, a note will be added to suggest that some teams use even numbers on light-colored suits and odd numbers on dark suits to avoid having two opposing players with the same number.

4-9 will be revised to clarify the definition of back court and front

RULES CHANGES

court and when the ball is considered in either area. This rewrite won't change any of the procedures in administration, but will cover a few situations which weren't covered adequately heretofore.

4-13 will be a new section defining the location of a player (and also an official) with reference to front court and back court, inbounds and out of bounds, and in or out of the restricted lane area.

5-8 (item d) will be slightly expanded to give the official authority to ignore a request for a time-out if such request isn't made early enough to avoid interfering with the ball becoming alive or dead or otherwise changing its status.

7-4, all reference to a waived free throw will be omitted.

8-1, the first part of this section will be revised and will omit any reference to a waived free throw. It will be specified that the H and V alleys must be occupied in all cases, except those mentioned in the last sentence.

9-10 will be omitted and succeeding sections will be renumbered. This removes all restrictions on touching the ball or basket at a player's own basket during a field goal try, unless the act is obviously unsportsmanlike.

10-7, personal foul (these major changes are explained up front).

10-8 will be omitted since it refers to a waived free throw.

Besides effecting these changes, the N.B.C. instructed its Research and Game Administration committees to give special attention to several projects during the coming year, including:

1. Declaring a held ball whenever a player holds the ball for more than five seconds without passing or dribbling, regardless of whether he is closely guarded.

2. Discouraging stalling by limiting the time (perhaps to 15 seconds) that a team can keep possession of the ball in the front court.

3. The use of lanes 12 feet wide.

4. Revision of the five-foul rule. A group of northern California high schools were authorized to experiment next season with a rule that would permit a player three fouls in each half. Though he might foul out in the first half, he could start fresh in the second.

The National Basketball Committee's new Executive Committee (all of whom served last year) includes: Chairman, Bruce Drake; Vice-Chairman, Lyle Quinn; Secretary, H. V. Porter; Treasurer, Howard Hobson; Editor, Oswald Tower; and Members, F. P. Maguire, J. Mark Good, D. I. Paul, and Louis G. Wilke.

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Psychology of Sports Learning



THE frequency and length of practice periods have a significant bearing upon sports learning. Griffith believed

that 20 to 30 minutes were the optimum length for the beginner to spend on any one skill at one time. (This doesn't prevent the football player from spending 25 minutes on kicking, 20 minutes on passing, and 20 minutes on blocking.)

In determining the optimum practice periods for individuals, you must consider their capacity to learn, previous skill learning, and motivation. The length of practice also varies with the performer's skill level. Champions may profitably practice two or three times as long as the optimum recommended for novices.

Cozens found that the instructional program should be arranged to provide directed practice for relatively short periods throughout the semester rather than intense practice for a short time.

Knapp and Dixon found that five-minute daily practice sessions facilitated more rapid learning of juggling than fifteen-minute practice periods every second day. One minute of practice for the five-minute group was equal to 1.80 minutes of practice for the fifteen-minute group.

Harmon and Miller studied the effects of different practice schedules upon the ability of college women to learn billiards. Four practice schedules were used: (1) three days a week; (2) additive (practice on 1-2-3-5-8-13-21-34-55 days); (3) daily; and (4) one day a week. The results showed that after the sixth practice periods, the additive method offered better returns than the other three patterns.

Phillips and Summers used two groups of women bowlers to establish bowling norms. Group 1 of 30 students bowled twice a week for 14 weeks, with each person bowling one line each period. Group 2 of 18 students met twice weekly for seven weeks, with each person bowling two lines per period. On the basis of their scores, neither group was able to obtain any significant edge in bowling skill.

Kao found that the difference in distribution of practice periods (A—alternate days with two-day interval at weekend; B—five consecutive days with two-day interval at weekend) made little difference in the shape of the curve obtained, and the effect of the weekend interval wasn't consistent. The inconclusiveness of cited

By DICK MILLER

School of Education, U. of Illinois

research indicates that more study is needed, and perhaps there are many paths leading to the mountain top.

Generally speaking, sports "cramming" isn't profitable. Some coaches attempt to give plays just before the game or at half-time, relying upon intelligence and "recency" for success. This practice is apt to fail because mental perception and physical execution are not identical.

It's true that the on-the-spot play has a good chance of succeeding with experienced professional players. But it won't work with average high school and college athletes. With them, movements must be overlearned to the point of automaticity.

Work periods should be broken with rest periods. Shepard had his subjects work on a gymnasium chest-weight machine for eight hours daily once a week for five weeks. The workers laid down and relaxed during rest periods.

It was found that the highest level of efficiency was reached when the worker rested approximately 16.6% of the time during the working day—a practice similar to the length of resting periods used by the army (10 minutes of rest per hour is S. O. P.).

Applying this theory to high school and college physical education classes: Where the activity is continuous and strenuous, a two to four minute rest period is recommended midway in the

class period. This brief pause may be used for further instructions.

It is also recommended that coaches break their two-hour practice session with a 15-minute rest. This may seem uneconomical, considering the coach's already limited practice time. But quantity isn't synonymous with quality.

ATHLETIC ABILITY AND AGE

The age at which a physical skill can be profitably introduced depends upon the individual's skeletal and motor age, and the complexity of the activity. Shirley found that special training in learning to walk doesn't seem to improve the movement or hasten the onset. The processes of maturation are more influential than teaching methods in learning motor skills.

Gates' report showed that a child was able to learn roller skating almost as soon as he was able to walk, but that it took several months to make noticeable progress in riding a tricycle.

According to Griffith, the years from eight to twelve are generally golden years for skill learning, excluding those activities primarily dependent upon strength and endurance. After about 16 years, the learning proceeds according to adult standards. The adult may often be less willing to try and may have less time to devote to the activity, but until physiological deterioration sets in, he may begin and learn well any new motor activity.

In some respects early adulthood seems to offer the golden period for sports learning. At this time the fully developed body is ready for activities involving speed, strength, skill, or endurance. The intellect also allows perceptive insight into the activity—better self-analysis—while participation in other sports may offer transfer benefits.

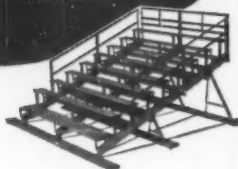
This age also has some disadvantages. The great awareness of injury may inhibit actions more than with the eight to twelve year olds. Lack of time and intense interest may also be influential drawbacks.

Contrary to the opinions of some psychologists who contend that grade school is too early for complex sports learning, some coaches find this early beginning develops better material for high school competition. The educational and social implications of

(Continued on page 24)

THIS is the second of three articles by Dick Miller, former Big Six pole vaulting champion who is now an instructor at the U. of Illinois. In his initial installment last month, Mr. Miller covered learning curves, individual differences in learning ability, retention, and two factors in learning—attention and effect. He continues this month with four more factors—distribution of practice periods, athletic ability and age, exercise, and motivation. His concluding article next month will touch on speed vs. accuracy, whole vs. whole-part-whole method, and teaching progression.

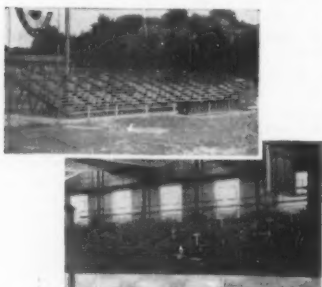
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New Books

- **LIABILITY FOR ACCIDENTS IN PHYSICAL EDUCATION, ATHLETICS, AND RECREATION.** By Howard C. Leibes. Pp. 71. Ann Arbor, Mich.: Ann Arbor Publishers. \$2.

THE problem of liability for accidents has worried and puzzled our school administrators for years, and a book such as this is just what the doctor (or lawyer) ordered.

A lot of painstaking research has gone into it. Usually well-written and soundly organized, the book covers the subject in seven chapters and several appendices, namely:

Definition of legal terms, negligence in the law, liability of school districts and boards of education, liability of teachers, accidents in the physical education area and their prevention, public recreation liability, and tort liability of private schools.

Appended are a bibliography, a table of cases, and a lengthy, exceptional valuable section on the liability of school boards and teachers for pupil injury in every state in the union.

The author, who is supervisor of physical education at the U. of Michigan, touches every base. He specifically answers the question of liability for injuries on the playground, athletic field, golf course, swimming pool, locker room, gym, and on athletic trips.

- **SWIMMING** (Official Coaching Book of the English Schools' Swimming Assn.). Pp. 144. Illustrated—pictures and diagrams. Distributed in U.S. by Soccer Associates, New York, N. Y. \$2.

THE official coaching book of the English Schools' Swimming Assn. analyzes all the fundamental strokes with great simplicity and authority.

Max Madders, considered one of the world's leading swimming coaches, covers the crawl, breaststroke, butterfly, and swimming gymnastics. Jeanie Parker handles the Early Stages and a note on the Art of Coaching. In addition there are articles on the backcrawl by A. D. Kinnear, Diving by Peter Heatly, Training for Championships by P. H. Kendall, Water Polo by W. B. Lovely, and Lifesaving by Gertrude F. Hole.

The book is well-illustrated with pictures and diagrams, and may be classified as essential reading for both instructors and actual swimmers.

- **SWING THE CLUBHEAD.** By Ernest Jones and David Eisenberg. Pp. 126. Illustrated—photos and drawings. New York: Dodd, Mead & Co. \$2.75.

AUTHOR Ernie Jones needs little introduction to the poor, nerve-wracked genus who hack at round white pellets for fun. (Yes, we're lodge members, too.) Ernie's the fellow who dazzled the golf world some years ago with

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his heretic notion that golfers should forget about all the million and one details and concentrate on just one thing—swinging the clubhead.

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Jones avoids the "don'ts"—don't lift your head, don't bend your arm, etc. He believes that a proper swing will take care of the arm, the pivot, of everything, including the head and the eyes.

Miscellaneous

• *Best Sports Stories 1952*. Edited by Irving T. Marsh and Edward Ehre. Pp. 336. New York: E. P. Dutton & Co. \$3.50. (A superb collection of the best newspaper and magazine sports writing of the past year, plus the year's best sports photographs.)

• *1952 Official NCAA Football Handbook for Coaches and Officials*. Pp. 56. New York: The National Collegiate Athletic Bureau. 50¢. (Contains the official rules.)

• *1952 Official Tennis Yearbook and Guide*. Pp. 304. New York: U.S. Lawn Tennis Assn. \$1. (All the rules, regulations, all-time records, championships, rankings, clubs, etc.)

• *Mr. Basketball (George Mikan's Own Story)*. Pp. 80. Illustrated—photos. New York: Greenberg, Publisher.

• *The Jim Thorpe Story*. By Gene Schoor with Henry Gilfond. Pp. 186. New York: Julian Messner, Inc. \$2.75.



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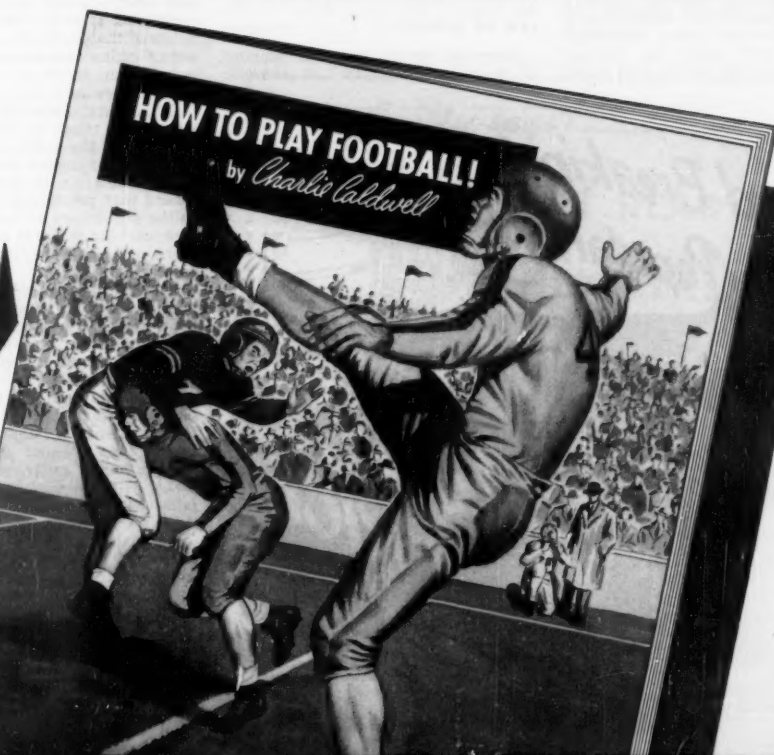
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early emphasis on competitive sports are another matter.

The years of training necessary to reach peak performance varies with the individual and the type and complexity of the activity. Endurance activities require long periods of training. The best distance runners generally have years of experience behind them.

Though marathon runners generally reach peak performance in their early 30's, the recent successes of young oriental runners (early 20's) in the Boston Marathon indicate much remains to be understood about age and endurance.

For activities of short duration, such as sprinting, athletes reach a peak in the early 20's. While this is quite true in most cases, individual exceptions are numerous. Barney Ewell, for example, ran his best sprint

Psychology of Sports Learning

(Continued from page 19)

aces in preparation for the 1948 Olympics at the age of 32.

For strength activities, the best age is the early 30's. Weight-lifters and wrestlers are examples of this group.

Peak performance in the pure skill activities, such as golf, billiards, and horseshoes, seems to extend over a longer period than endurance, strength, or speed activities. Many outstanding achievements in skill activities are posted in early middle age.

LAW OF EXERCISE

Learning varies with the amount of practice. This "law" of exercise

needs further clarification. In a literal sense, learning may not vary with the amount of practice. It seems that the learner doesn't learn on every repetition, but only on certain trials. The adage, "Practice makes perfect," should be modified to read: Directed and thoughtful practice contributes toward perfection.

Ragsdale believes that learning through mimicry, through blind trial and error, through grinding by much repetition, is a wasteful process. He believes that understanding, growing out of action and reapplied in action, is a major factor in the successful performance of motor activities.

Griffith states that the law of exercise, when taken by itself, is a good example of the result of making one aspect of a complex process equal to the process as a whole. Exercise means that practice is a valuable aid in the acquisition of habits, but effective teaching requires that practice be given only its due place among other factors.

Trow believes that improvement in perceptual motor learning takes place by "progressive approximation" of the correct or perfect performance. He uses this term to replace trial-and-error learning.

Practice is essential, but practice is not repetition or there would be no improvement or change. Desirable learning consists of the progressive elimination of mistakes and replacement with desirable actions. The later trials are more nearly correct than the earlier ones.

Ragsdale, from cinematographical studies of juggling, found that learning seems to be more a matter of progressive variation of response than a fixation of response. Responses seem to vary not merely from day to day, but from trial to trial so that it's very difficult to find any two responses which are identical as a whole or contain identical elements. This would seem to support the earlier contention that learning doesn't take place on every trial, but only on certain ones.

In conclusion, it may be said that exercise is one of the many important factors in sports learning. Overlearning is essential to retention of skills. Other conditions being equal, a thousand repetitions will result in a better skill than a hundred repetitions. For optimum learning, repetition, enthusiasm, and good methods must be blended smoothly.

MOTIVATION

An incentive or incentives to start, continue, and improve performances may be called a motivating force. How may readiness and enthusiasm for learning a physical skill be promoted? First, the learner must see some advantage to be gained from the

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time and effort necessary to learn.

This advantage varies widely with individuals. Better physique, physical fitness, personal satisfaction, recreation, natural curiosity, social approval, occupational preparation, emotional outlet, conformity to a group standard, are some reasons why individuals are motivated to learn physical skills.

The reason or reasons may vary with the level of performance. For example, a high school freshman may try out for the team because his friends are doing so. He's soon seeking a place on the team because he enjoys the satisfactions from this achievement.

This example leads to another important aspect of motivation—a goal. A boy sets his goal—to make the team. When this is reached, other goals take its place. He may set team winning as his outward goal while secretly retaining a personal goal of individual honors.

Track athletes should set goals for each season. For example, a school-boy high jumper may set 5-10 as his goal for the season.

INITIAL FAILURE

Ragsdale believes that motivation depends upon initial failure. The primary technique of motivation consists of arranging situations in which the child will fail because already established habits are inadequate to meet the new situation. This is a common teaching technique in physical education.

For example, when learning the tennis service the beginner is allowed to try it a few times before instruction is given. Generally his initial failure will stimulate the development of new habits to control the situation.

The beginner must want to learn, or his initial failure may cause abandonment of the new activity. In other words, the learner must be ready to learn, either through natural or stimulated interest.

Some teaching aids may help to create and retain student interest. A progress chart is helpful, especially in track and field. In physical education classes, skill and physical test scores can be very useful.

According to Trow, a time-and-place habit should be developed (which sets aside a certain time and place for practice). If a time-and-place habit is not established, motivation for consistent practice is difficult. Scheduled classes and athletic practice sessions follow Trow's theory.

Generally, positive teaching is a better motivator than negative teaching. When correcting a fault, the positive approach says, "Try it this way and see if you improve." The negative approach says, "No, you are doing the action wrong; do it this way."

The natural aversion that most people have to the negative approach

probably stems from infancy when little hands were busy exploring the strange, new world. These escapades were generally reprimanded with "No!" or "Don't do that!"

Praise and encouragement go hand-in-hand with the positive approach. Studies by Abel and by Gilchrist found that praise and encouragement promote better learning than blame and reproof.

Huxley found that praise and reproof were incentives of equal value, but recommended that praise be used because the students like it better than reproof. Nevertheless, some situations can be handled best with the negative approach, such as those requiring quick and stern disciplinary measures.

Some individuals respond better to the negative approach. Coaches with sharp tongues have produced championship teams, just as others with kindly ways have produced winners. It depends somewhat upon the teacher's and the pupil's personality, and the situation, but positive teaching is generally more motivating than negative teaching.

Shelton mentions that differences in physique have an effect upon motivation for different activities. For example, the endomorphic individual isn't likely to develop an intense interest in games requiring agility, balance, and speed; while the ectomorphic individual is hardly apt to find strength or body contact sports appealing.

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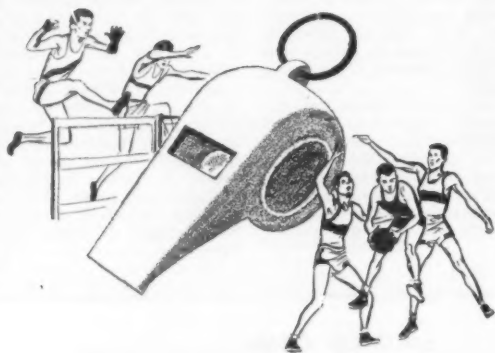
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COACHES' CORNER



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THOUGH Jerome Herman Dean became famous the sports world over as "Dizzy," he was anything but that on the mound. He was a shrewd, crafty master of the pitching art. One afternoon he and Carl Hubbell were locked in a pitching duel. Going into the eighth, it was 1-0 Cards. The first Giant singled and up came Phil Weintraub, then a rookie.

Dean took his abbreviated stretch, but before he could pitch Weintraub stepped out of the box and squinted toward third. Dean waited patiently for him to get the sign from manager Bill Terry. Then he went through his motion again. But once more the kid stepped out and peered anxiously at Terry.

When this happened a third time, Dean lost patience. He came striding in from the mound and called to Weintraub: "Come on, boy! He's done give you the bunt sign three times. Let's go!"

It isn't any secret that most big leaguers hate the two-platoon system. "Some day," second baseman Jerry Coleman once told a teammate, "we're going to lick the platoon system. When the Yankees are home on Saturdays, we have our sons work out in the Stadium. The kids get 10 minutes practice batting right-handed, 10 minutes left-handed. The management can move the fathers in and out, but they're not going to get our kids."

It's nice to see Paul Glee Waner enter the sacred portals of baseball's Hall of Fame. Though he lived up to his middle name, he was such an extraordinary hitter that he wound up with a lifetime average of .333 over 21 seasons. All in all, he smote 3,152 safe blows in his career. The most memorable of these was hit No. 3,000.

Paul had 2,999 when he drove a ball sharply to an infielder, who bob-

bled it. The official scorer hesitated and then signaled a hit. Down on the field, though, Waner was gesturing. "No, no," he yelled. "Don't credit me with that hit." He wanted his 3,000th hit to be a clean one. So the scorer reversed himself and called it an error. Next day, Paul got his prize just the way he wanted it.

The formula for becoming a basketball genius is quite simple, claims Kenny Loeffler, coach of La Salle College's great championship team. "When Tom Gola, my great freshman center, reported to me last season, I went over to him and said, 'I'm Loeffler, the coach. Here's the basketball. What do you want me to do?'"

Dry run. Bing Miller, the Athletic coach who used to be a pretty good outfielder himself, wondered at Casey Stengel's statement early this spring that his outfield of Jensen, Cerv, and Woodling would be the best in the majors. "Jensen and Cerv must have had great winters," snorted Bing. "They weren't big leaguers last summer."

After the Yankees polished off the Red Sox in an exhibition game down in Florida, a sportswriter from Atlanta asked Stengel how Johnny Mize, a native Georgian, was coming along. "Great," exuberated the manager. "He's eight pounds lighter than a year ago, and still frightening those pitchers."

"Now you're from Atlanta. I bet when you heard those people applaud Mize, you thought they were all visitors from Georgia, applauding a native son. But if you asked each one of them, you know what the answer would be? They'd all say, 'No, sir, we're not from Georgia. We're old pitchers applauding because we're glad we don't have to pitch against that Mize any more.'"

Our branding iron slipped a bit in

our round-up of state football champions in the March issue. Roy A. French, of Miami (Fla.) Jackson H.S., tells us we fumbled in labeling Miami (Fla.) Sr. H.S. champions of both the city and state. He points out that Miami Jackson beat Miami Sr., 14-7; Miami Edison defeated Miami Jackson, 14-13; and Miami Sr. took Miami Edison, 20-7. All three teams wound up the season with 9-1 records, thus creating a triple tie for both city and state honors.

Larry Castiglione, football coach at Hornell H.S., Rochester, N.Y., informs us that our dope on N.Y.'s Section 5 was all wet. We failed to hail the real champs—Hornell, who've been undefeated champions of the Class AA West Central Football Conference in 1949-50-51. In its last 32 games, Hornell has dropped only four decisions—by margins of 1, 2, 7, and 13 points.

Our report on Arizona—which, by the way, plays as tough a brand of schoolboy ball as there is in the land—was questioned by two schoolmen. We contented ourselves with mentioning the Class A winner (Tucson) and listing several claimants to B honors.

Now Coach Chink Coleman is taking us to task for not mentioning that his school, St. Mary's-Phoenix, annexed the mythical state crown; while W. A. Robinson, principal of Carver-Phoenix H.S., chides us for overlooking his school in the B roundup.

Carver, it would appear, had an excellent claim to the B title. One of the most feared B powers in the state, it chalked up a 9-1 record, missing an unbeaten season by just a single point.

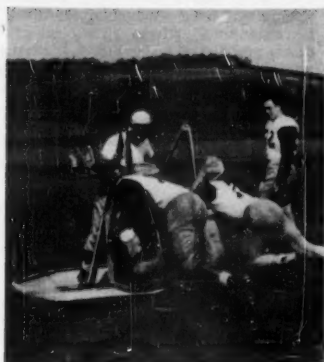
Here's a nice "funny" from R. T. Gridley, coordinator of athletics at Tucson (Ariz.) Sr. H.S.: "In 1949, our track team scheduled a dual meet with Compton (Cal.) H.S. Several days before the meet, a time schedule and instruction sheet was given to my secretary to stencil for mimeographing. I neglected to follow through on this chore, and the sheet was handed out to both competitors and spectators without my ever seeing it.

"Imagine my chagrin when my attention was called to the first of the directions: 'All competitors should be informed as to the starting time of their event and be at the starting point washed up in sufficient time to set up their starting blocks.'"

"Of course I meant warmed up, but it gave everyone a good laugh."

We recently spent a happy day at Princeton, talking football with Charlie Caldwell. Our party included publisher Herb McCracken, his husky 15-year-old boy, George, and a pal of George's. Upon going into a huddle with Caldwell, Herb suggested that the kids go off and explore the campus. The kids liked the idea and off they went.

(Continued on page 28)



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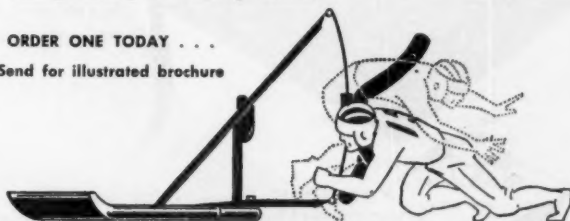
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Several hours later they rejoined the party. George was excited. "Dad," he exclaimed, "these Princeton students are terrific! We just visited the pool and you ought to see them swim and dive. Every one of them looks like a champ!"

Caldwell coughed. "Son," he said, "everyone of them IS a champ. They've just arrived for the NCAA championships this afternoon."

Nobody—even in his wrong mind—could ever accuse us of being a friend of the grim business known as professional boxing. Nevertheless we tip our mouthpiece respectfully to the bright young president of the Everlast Sporting Goods Co. Dan Golomb, at the tender age of 30, has done more to protect the people who fight for a living than any thousand boxing commissioners. Dan's the boy who developed:

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In a sport as lethally dangerous as pro boxing, the fighters should thank their stars that a fellow as ingenious as Dan Golomb is fighting their safety battles for them.

The Dodgers were giving the Giants a bad beating. Though leading by a dozen runs, manager Charlie Dresen called for a squeeze to get the 13th run. The Giants came into the clubhouse in a fury. They accused Dresen of piling it on. All except Leo Durocher. He stood there looking smug. "What's the idea?" snapped one of the irate players.

"Cheer up, fella," replied the Giant pilot. "It was a profitable afternoon. I've got Charlie's squeeze sign."

Beaver Falls and Aliquippa, a pair of Pennsylvania jr. highs, were meeting on the former's court in the last game of the season. Aliquippa entered the fourth quarter with a three-point bulge, 33-30. Beaver Falls scored a quick basket, putting them within a point of the opponents. Then disaster struck. One end of the court suddenly flooded with water! It seemed that the street and sewer dept., in trying to clean out a sewer just outside the school, accidentally caused the water to back into the gym sewers and out onto the floor.

Rather than don bathing suits or risk injury to the players, both coaches agreed on a postponement and replay. So there you have a basketball game called off on account of wet grounds! (Credit for this one goes to Beaver's coach, William A. Ross.)

Joe DiMaggio was telling how a player learns that his youth is going. "You start chasing a ball and your brain immediately sends out commands to your body—'Run forward!', 'Bend!', 'Scoop up the ball!', 'Peg it to the infield!'"

"Then what happens?" asked a friend. "Then," said Joe, "your body says, 'Who, me?'"

After Tommy Henrich hit that game-winning homer against Brooklyn in the 1949 world series opener, Don Newcombe was asked what kind of pitch he threw. Don pondered a while, then snapped, "A change of space."

Go figure this crazy game of basketball. During the season, St. John's of New York blew into Lexington, all geared to take apart the famed Kentucky machine. What happened was murder. The Wildcats slaughtered them by 41 points, holding the high-scoring St. John's aces, Bob Zawoluk and Jack McMahon, to a single field goal between them!

After the season, St. John's had to face Kentucky again, this time in the NCAA tourney. Nobody conceded them a ghost of a chance. Not a single New York paper thought enough of the Redmen's chances to have a reporter cover the game. So St. John's racked the Wildcats, 64-57, with Zawoluk tallying 32 points and McMahon hitting for 18!

And there went that anticipated "dream" finale—Kentucky vs. Kansas.

Robin C. Wood, inventor of the ingenious Net-Score Evaluation System for recording and assessing basketball performance, is a proud man these days. His exposition of the Net-Score System, which appeared in our December issue, found its way to Helsinki, Finland, and evoked the following tribute from the Finnish Olympic basketball coach, Robert S. Petersen:

Let me congratulate you on a fine article as well as on your system of scoring. Basketball is still in the growing stage here insofar as playing ability is concerned. But interest is growing by leaps and bounds and in a few years I'm sure it will be the most popular game in Finland.

They have the material here and proved that basketball is on the upgrade by winning the consolation round of the European championships in Paris last year. Through long hours of well-organized practice, the team is much improved at present.

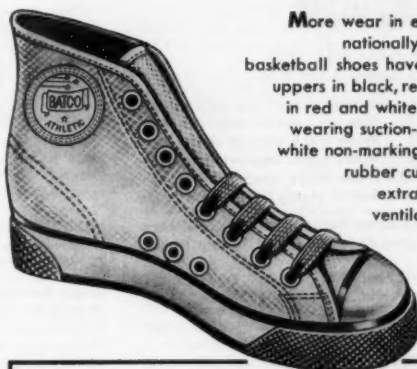
We're planning a trip through Europe to play the French, German, Dutch, Belgium, and several other teams. As this is to be our final effort before the Games, we want it to be as profitable as we can make it. After reading your article, I feel that your scoring system is just the thing with which to underscore individual weaknesses and the necessity for planned practice. Like most boys, they always want to scrimmage and work on offense, neglecting the other fundamentals which are so important to them at this stage of their development.

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COMPETITORS	REC.	REMARKS
Jim Golliday (USA)	10.3	Great Northwestern sophomore
Andy Stanfield (USA)	10.3	Had bad leg, best potential
Rafael Fortun (Cuba)	10.4	Pan-Am champ, may surprise
MacDonald-Bailey (GB)	10.2	Best time, 6th in '48 final
Arthur Bragg (USA)	10.4	Fine consistency, Pan-Am 2nd
John Treloar (Austral.)	9.5y	Unplaced in '48 Olympics

Other Foreign Contenders: Heinz Futterer (Germany) 10.4, Vladimir Sukharyev (USSR) 10.3, Bill deGruchy (Australia) 10.5, Neville Price (South Africa) 9.6y.

Other US candidates: Jim Ford 9.6y, Dean Smith 10.3, Bob Work 10.4, Bill Fell 9.6y, Thane Baker 9.6y.

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WORLD RECORD: 20.2 by M. Patton (USA) 1949.
OLYMPIC RECORD: 20.7 by J. Owens (USA) 1936.

Andy Stanfield (USA)	20.6y	A question of leg holding up
G. Rhoden (Jamaica)	20.7y	May stay out of event for 400
MacDonald-Bailey (GB)	20.9	Made mark around sharp turn
Charles Thomas (USA)	20.8	Texas soph, improving rapidly
Walt McKibben (USA)	20.6y	Looks early speed, big finish
Peter Kraus (Germany)	21.1	Best of young German sprinters

Other Foreign Contenders: Vladimir Sukharyev (USSR) 21.2, Herb McKenley (Jamaica) 20.4y, Rafael Fortun (Cuba) 21.1, John Treloar (Australia) 20.9y.

Other US Candidates: Jim Ford 20.8, George Brown 21.2y, Thane Baker 21.2y, Arthur Bragg 20.8y, Ollie Matson 21.2y, Henry Thresher 20.9y.

400 METERS

WORLD RECORD: 45.8s. by G. Rhoden (Jamaica) 1950.
OLYMPIC RECORD: 46.2s. by W. Carr (USA) 1932 and A. Wint (Jamaica) 1948.

G. Rhoden (Jamaica)	45.8	Unbeaten in 400 for 2 years
Arthur Wint (Jamaica)	46.2	Defending Olympic champ
Ollie Sax (USA)	48.3y	Strong Penn St. soph
H. McKenley (Jamaica)	45.9	5 yrs. past peak, still speedy
Vern Dixon (USA)	no time	Manhattan Coll. frosh phenom
Jack Carroll (Canada)	48.8y	Capable of running much faster

Other Foreign Contenders: Schalk Booyen (South Africa) 47.5y, Hans Geister (Germany) 47.2, Karl Haas (Germany) 47.3, M. Curatta (Australia) 47.0, Sam LaBeach (Panama) 47.4y, Bob McFarland (Canada) 47.3, Louis van Bijl (South Africa) 47.6y, Eddie Carr (Australia) 47.6y.

Other US Candidates: Ollie Matson 47.1y, Gary Green 47.8y, Sherman Miller 47.3, Eddie Macon 46.9, Dick Maiocco 47.0, Charlie Moore 47.0y, Mal Whitfield 46.2, John Bradley 47.6y, Gene Cole 48.0y, Jim Lingel 47.8y, J. W. Mashburn 48.1y, Lou Jones 48.4y.

800 METERS

WORLD RECORD: 1m. 46.6s. by R. Harbig (Germany) 1939.
OLYMPIC RECORD: 1m. 49.2s. by M. Whitfield (USA) 1948.

A. Wint (Jamaica)	1:49.6y	Seems to be improving with age
Mal Whitfield (USA)	1:49.2y	Not quite as sharp as in 1950
John Barnes (USA)	1:50.1y	Has beaten Mal twice in 2 yrs.
R. Browne (USA)	1:49.3	Smooth and deceptive style
U. Cleve (Germany)	1:50.0	No better than teammate below
H. Ulzheimer (Germ.)	1:50.1	About a 20-1 shot

1952 Olympic

PROPHECYING is a highly popular pastime in an Olympic year, and this article finds *Scholastic Coach* playing the game up to the hilt—predicting the order of finish in the 16 more popular track and field events! As you may note in the running events, where an athlete has recorded his best time in a yardage rather than a metric race (over an equivalent distance), the fact is connoted with a "y" or "m." indicating yard or mile. The relationship between the metric and yardage events is as follows:

Other Foreign Contenders: Patrick El Mabrouk (France) 1:50.1, John Parlett (Great Britain) 1:50.5, Auden Boysen (Norway) 1:48.7, Lars Wolfbrandt (Sweden) 1:50.4, Olle Aberg (Sweden) 1:50.0.

Other US Candidates: Bob Chambers 1:50.2, Lang Stanley 1:52.3, Clem Eischen 1:51.3y, Joe Deady 1:51.8y, Hugh Mitchell 1:51.6y, Bill Brown 1:51.2y, Henry Cryer 1:52.9y, Len Truex 1:51.5y, Don Gehrmann 1:50.7y.

1,500 METERS

WORLD RECORD: 3m. 43.0s. by G. Hagg (Sweden) 1944 and L. Strand (Sweden) 1947.
OLYMPIC RECORD: 3m. 47.8s. by J. Lovelock (New Zealand) 1936.

Roger Bannister (GB)	3:48.4	Big and strong and fast
W. Slijkhuis (Nether.)	3:43.8	Did not run well last year
P. El Mabrouk (France)	3:47.2	Terrific finish, very consistent
A. Otenhajmer (Yugo.)	3:47.0	Beat Bannister in this time
Bill Nankeville (GB)	3:48.0	Runs to win, blazing finish
Olle Aberg (Sweden)	3:45.4	Beaten by teammate Landqvist

Other Foreign Contenders: Sture Landqvist (Sweden) 3:44.8, Ilmari Taipale (Finland) 3:47.8, Gaston Reiff (Belgium) 3:45.8, Stanislav Jungwirth (Czechoslovakia) 3:48.8, Alf Holmberg (Sweden) 3:49.2, Vaclav Cevana (Czechoslovakia) 3:49.4, Leonard Strand (Sweden) 3:43.0, Ingvar Eriksson (Sweden) 3:47.2, Denis Johansson (Finland) 3:49.6, Bill Parnell (Canada) 4:09.6m, Don MacMillen (Australia) 3:51.8, John Ross (Canada) 4:09.4m.

Other US Candidates: Warren Druetzler 4:08.8m, Don Gehrmann 4:09.6m, Len Truex 3:52.0, Bob McMillen 4:07.8m, Dick Shea 4:10.0m, Bill Mack 4:09.7m, John Twomey 3:50.2.

5,000 METERS

WORLD RECORD: 13m. 58.2s. by G. Hagg (Sweden) 1942.
OLYMPIC RECORD: 14m. 17.6s. by G. Reiff (Belgium) 1948.

E. Zatopek (Czecho.)	14:03.0	Race not long enough for Emil
G. Reiff (Belgium)	14:10.8	Must run faster than in '48
H. Schade (Germ.)	14:15.4	Improving but lacks experience
I. Taipale (Finland)	14:29.4	Can run much faster than this
Fred Wilt (USA)	14:26.8	May finish higher, US best
C. Chataway (GB)	14:02.6	Slijkhuis may place if he runs (3m.)

Other Foreign Contenders: Willi Slijkhuis (Netherlands) 14:14.0, Nikifor Papov (USSR) 14:20.8, Bertil Albertsson (Sweden) 14:20.8, Vaino Koskela (Finland) 14:13.2, Hannu Posti (Finland) 14:20.4, Alain Mimoun (France) 14:23.0, Vladimir Kazantsev (USSR) 14:24.0, Martin Stokken (Norway) 14:23.8, Don McEwen (Canada) 9:01.9 (2m).

Other US Candidates: Curtis Stone 14:39.4, Charles Capozzoli 14:43.6, Horace Ashenfelter 14:49.4, Wes Santee 14:52.4, Herb Semper 14:55.1, Dick Shea 9:05.8 (2m), Bob McMillen 9:02.0 (2m).

Form Charts

- 100 meters—100 yard time plus .85 sec.
 200 meters—220 yard time minus .1 sec.
 400 meters—440 yard time minus .3 sec.
 800 meters—880 yard time minus .7 sec.
 1500 meters—one mile time minus approximately 30 sec.
 5000 meters—three mile time plus approximately 30 sec.
 10,000 meters—six mile time plus approximately 65 sec.

10,000 METERS

WORLD RECORD: 29m. 2.6s. by E. Zatopek (Czechoslovakia) 1950.
 OLYMPIC RECORD: 29m. 59.6s. by Zatopek (Czechoslovakia) 1948.

E. Zatopek (Czech.)	29:02.6	Money in the bank
H. Schade (Germ.)	29:42.2	Probably the best of the rest
A. Mimoun (France)	29:53.0	Second to Zatopek in Europe
B. Albertsson (Swd.)	29:46.0	5th in 5000 in 1948 Games
V. Koskela (Finland)	30:10.0	Finns no longer supreme here
W. Heskeith (GB)	29:13.8	Best of young British hopes (6m)

Other Foreign Contenders: Martin Stokken (Norway) 29:55.0, Les Perry (Australia) 30:30.8, Valter Nyström (Sweden) 30:14.4, Bertil Karlsson (Sweden) 30:10.0, Ivan Semyonov (USSR) 30:07.0, Feodosiy Vanin (USSR) 30:09.6, Vladimir Kazantsev (USSR) 30:20.0, Gordon Pirie (Great Britain) 29:32.0 (6m).

Other US Candidates: Curtis Stone 30:38.4, Fred Wilt 31:05.7, R. Black 30:28.2 (6m), Tom Crane 31:46.0, John Kelley 32:48.0, Walter Deike 33:04.2, Armand Osterberg 32:35.8, Dick Viera 33:33.0, Horace Ashenfelter 31:57.8, Vic Drygall 31:29.2 (6m).

110-METER HURDLES

WORLD RECORD: 13.5s. by R. Attlesley (USA) 1950.
 OLYMPIC RECORD: 13.9s. by W. Porter (USA) 1948.

Dick Attlesley (USA)	13.5	Recovering from muscle pull
Craig Dixon (USA)	13.8	Top stylist, 3rd in '48 Games
Jack Davis (USA)	13.7y	Young, fast; must beat Dillard
R. Weinberg (Austr.)	14.0y	Best of rest with Triulzi out
Peter Gardner (Austr.)	14.1y	5th in '48 Olympics
S. Anderson (Cuba)	14.2	On par with Kocourek below

Other Foreign Contenders: Estanislao Kocourek (Argentina) 14.2, Yvgeniy Bulantchik (USSR) 14.2, Andre Marie (France) 14.4, M. Kinami (Japan) 14.5.

Other US Candidates: Harrison Dillard 13.6y, Billy Anderson 13.9, Bill Albans 14.1, Bill Fleming 13.9y, Art Barnard 14.1y, Jack Demedici 14.0y.

400-METER HURDLES

WORLD RECORD: 50.6s. by G. Hardin (USA) 1934.
 OLYMPIC RECORD: 51.1s. by R. Cochran (USA) 1948.

Charles Moore (USA)	51.1	Unbeaten here for 3 yrs.
D. White (Ceylon)	51.8	Retired in '50, but may be back
J. Holland (New Zeal.)	52.2y	Just inches behind White
Yuriy Lituyev (USSR)	51.7	Very consistent, might win
A. Filiput (Italy)	51.9y	Beat Lituyev in Europeans
T. Lunyev (USSR)	52.0	Always close behind Lituyev

Other Foreign Contenders: A. Siddi (Italy) no time, Rune Larsson (Sweden) 51.9, Harry Whittle (Great Britain) 52.7, Jaime Aparicio (Colombia) 53.4, Ron Wilkie (South Africa) 52.9.

Other US Candidates: Meredith Gourdine 52.5, Peter McCreary (no time), Bob Deviney 51.8, Jack Greenwood 53.8, Ron Frazier 52.0, Don Halderman 53.0, Ralph Taylor 52.9, Jim Lea (no time), Bill Johnson 54.7, Jack Davis (no time).

BROAD JUMP

WORLD RECORD: 26-8½ by J. Owens (USA) 1935.
 OLYMPIC RECORD: 26-5½ by J. Owens (USA) 1936.

George Brown (USA)	26-1	World's best, most consistent
M. Gourdine (USA)	25-9¾	Only man near Brown's class
N. Price (So. Africa)	25-2½	Attends U. of Oklahoma
Lorenzo Wright (USA)	25-11	Coming back, best jump in '48
D. Hasenjager (S. Afr.)	24-5½	Consistently over 24
H. Visser (Nether.)	24-6½	Perhaps best of Europeans

Other Foreign Contenders: Boris Brad (Yugoslavia) 24-5½, Oden Foldessy (Hungary) 24-3½, Edward Adamczyk (Poland) 24-4½, Lance Thompson (Jamaica) 24-3, Sylvanus Williams (Nigeria) 24-2½, Paul Faucher (France) 24-10½, Masaji Tajima (Japan) 24-3.

Other US Candidates: Andy Stanfield 25-9, Jerome Biffle 25-7¾, Bill Albans 24-10½, Gay Bryan 25-4½, Herb Hoskins 25-2½, Henry Aihara 25-1½.

SHOT PUT

WORLD RECORD: 58-10½ by J. Fuchs (USA) 1950.
 OLYMPIC RECORD: 56-2 by W. Thompson (USA) 1948.

Jim Fuchs (USA)	58-10½	Unbeatable when he's right
Parry O'Brien (USA)	55- 9¼	Still growing, should improve
Otis Chandler (USA)	57- 4½	In Air Force now, could win
Heino Lipp (USSR)	55- 8½	Never allowed out of Russia
O. Grigalka (USSR)	54-10¼	Improved hugely last summer
G. Huseby (Iceland)	54-11	Beat Grigalka in Europeans

Other Foreign Contenders: Roland Nilsson (Sweden) 54-5½, John Savidge (Great Britain) 54-5, Georgiy Fyodorov (USSR) 52-9½, Jiri Skobla (Czechoslovakia) 53-1½, Cestmir Kalina (Czechoslovakia) 52-8½, Constantin Yataganas (Greece) 51-1½, Mieczyslaw Lomowski (Poland) 52.

Other US Candidates: Darrow Hooper 54-7½, Bernie Mayer 55-6½, Stan Lampert 56-6½, Bob Carey 52-2½, Lew Davis 54-11½, Wilbur Thompson 56-2, John Helwig 54.4.

DISCUS THROW

WORLD RECORD: 186-11 by F. Gordien (USA) 1949.
 OLYMPIC RECORD: 173-2 by A. Consolini (Italy) 1948.

F. Gordien (USA)	186-11	Regaining great '49 form
A. Consolini (Italy)	181-11½	Defending champ
G. Tosi (Italy)	179- 9½	Nearing 40, still consistent
Sim Iness (USA)	182- 5	Great big boy, just learning
Jim Dillion (USA)	171- 4½	Must beat Doyle, Frank in trials
F. Klics (Hungary)	169- 9¼	Consistently over 165 ft.

Other Foreign Contenders: Veikko Nyqvist (Finland) 167-2½, Heino Lipp (USSR) 171-2½, Josef Hipp (Germany) 164-2½, Ian Reed (Australia) 162-8½, Cummin Clancy (Ire) 161-11, Roland Nilsson (Sweden) 164-3½, Jean Maisant (France) 163-6¼, Danilo Zerjal (Yugoslavia) 169-3½, Ivar Ramstead (Norway) 171-7½, Nicolas Syllas (Greece) 167-3½, Gunnar Huseby (Iceland) 164-5½.

Other US Candidates: Dick Doyle 175-6½, Vic Frank 177-11½, Bob Mathias 173-4, Jim Fuchs 172-6½, Byrl Thompson 171-5, Taylor Lewis 171-10, Bob Jones 167-½.

(Continued on next page)

JAVELIN THROW

WORLD RECORD: 258-2½ by Y. Nikkanen (Finland) 1938.
OLYMPIC RECORD: 238-6¼ by M. Jarvinen (Finland) 1932.

S. Nikkinen (Finl.) 249- 1 May crack world record in '52
Bud Held (USA) 249- 8½ Did this in beating Nikkinen
T. Hyttiainen (Finl.) 240- 7½ Beat Nikkinen 3 out of 3
P. Berglund (Swed.) 246-10½ Sweden's greatest
Bill Miller (USA) 237-10 Now a Marine, should improve
Ric Heber (Argent.) 231- 8¼ Arizona State Pan-Am champ

Other Foreign Contenders: Yuriy Shcherbakov (USSR) 235-10¾,
Ragnar Ericson (Sweden) 242-6½, Sven Daleflod (Sweden) 242-6½,
Viktor Tsubulenko (USSR) 240-8½, Tapio Rautavaara (Finland)
247-7½, Otto Bengtsson (Sweden) 234-2½.

Other US Candidates: Cy Young 241-11, Steve Seymour 248-10,
Ralph Raylance 233-10¾, Bob Allison 225-10½, Chuck Missfeldt
228-8½, George Roseme 229-11½, Delf Pickarts 228-9½.

HIGH JUMP

WORLD RECORD: 6-11 by L. Steers (USA) 1941.
OLYMPIC RECORD: 6-8 by C. Johnson (USA) 1936.

J. Poppa Hall (USA) 6-9 Won all big titles last year
Herman Wyatt (USA) 6-8 Runner-up to Hall in Nationals
A. Ljungqvist (Sweden) 6-6¼ Best of Swedish quartet
P. Thiam (France) 6-7½ At peak in '50, only 6-5 in '51
Arnie Betton (USA) 6-9 Drake unknown, very relaxed
G. Damitio (France) 6-7½ Consistent at this height

Other Foreign Contenders: Goran Widenfeldt (Sweden) 6-6,
Gosta Svensson (Sweden) 6-6¼, Alan Patterson (Great Britain) 6-7,
Arne Ahman (Sweden) 6-6½, I. Soter (Rumania) 6-6, Andre du
Preez (South Africa) 6-7, Yuriy Ilyasov (USSR) 6-6¼, O. Odaboh
(Nigeria) 6-6.

Other US Candidates: Milt Mead 6-6¼, Walter Davis 6-9, Charles
Holding 6-9½, Bernie Allard 6-6½, Ron Mitchell 6-7¼, John Kline
6-6½, Bill Miller 6-7½, Dick Jones 6-7, Virgil Severns 6-7½, Vern
McGrew 6-8¼.

POLE VAULT

WORLD RECORD: 15-7½ by C. Warmerdam (USA) 1942.
OLYMPIC RECORD: 14-3¼ by E. Meadows (USA) 1936.

Bob Richards (USA) 15-½ Has done much better indoors
Don Laz (USA) 15-1¼ Great potential, has beaten Bob
Don Cooper (USA) 15-½ Should get back up to 15 soon
T. Bryngeirsson (Icel.) 14-2½ Europe b.j. champ, just learning
Victor Sillon (France) 14-1 From Martinique, getting better
R. Lundberg (Sweden) 14-5¼ Best non-US in history, aging

Other Foreign Contenders: Pyetr Denisenko (USSR) 14-4, Vladi-
mir Brazhnik (USSR) 14-½, Bunkichi Sawada (Japan) 13-9½, Armin
Scheurer (Switzerland) 14-1¼, Erkki Kataja (Finland) 14-½, Jukka
Piironen (Finland) 13-11½, Valto Olenius (Finland) 13-11½, Erling
Kaas (Norway) 14-1½.

Other US Candidates: Walt Jensen 14-6, Dick Shivers 14-1¼,
Bobby Smith 14-5, George Mattos 14-5.

HAMMER THROW

WORLD RECORD: 196-5½ by I. Nemeth (Hungary) 1950.
OLYMPIC RECORD: 185-4¼ by K. Hein (Germany) 1936.

S. Strandli (Norw.) 192- 7 Over 190 ft. 11 times in '51
I. Nemeth (Hung.) 196- 5½ Defending Olympic champion
Karl Wolf (Germ.) 193- 7½ Slight edge over Storch
Karl Storch (Germ.) 193- 4½ Throwing as well as ever
Jiri Dadak (Czech.) 188-11¼ Very good at end of 1951
Sam Felton (USA) 187- 7¼ Only good hammer man in US



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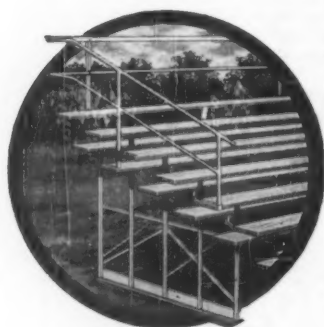
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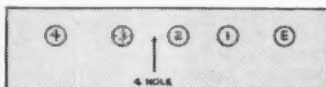
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Line Quarterbacking

(Continued from page 14)

Diag. 15 shows the four calls in action at the 3 hole, while Diag. 16 shows a 123 handoff with a C and CT call. Note that at the 3 hole, the center becomes the fourth man at the hole and thus always blocks straight ahead.

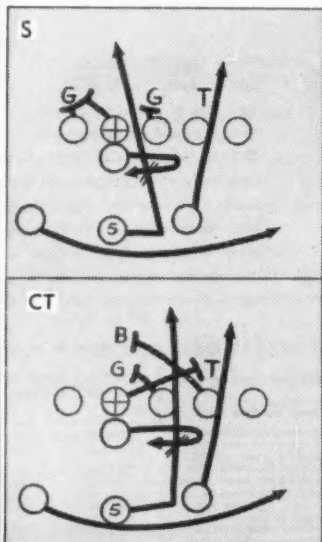


Diag. 17, key blockers at 4 hole.

The 4 hole is controlled by No. 1, the right tackle; No. 2, the right guard; No. 3, the center; and No. 4, the left guard. This is delineated in Diag. 17. I feel that this hole and the corresponding 6 hole offer the offense more advantages than any other point of attack in a balanced-line T.

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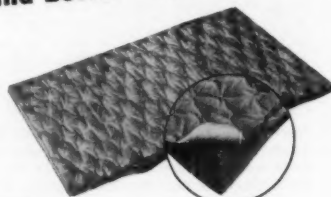
Diag. 18 shows how we run our



Diag. 18, running the 4 hole off the 1 series (play 154).

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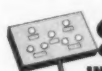
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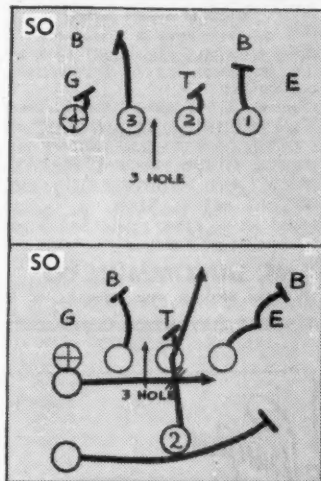
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4 hole off our 1 series. The particular play is our 154. Note the four men who are in action at the hole, and that the No. 4 man, the left guard, is always blocking straight ahead at the 4 hole.

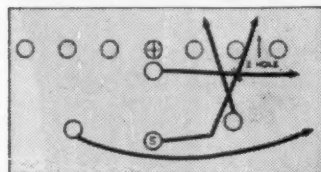
The 9, 8, 7, and 6 holes are controlled in the same manner, working in from the opposite side.

So far I have accounted for four of the five calls. How about SO? This is a call that's used very sparingly and then only at the 3 and 7 holes. It informs our handoff men that they are to run their patterns just outside the offensive tackles. A tremendous help against certain types of defenses, it is outlined (as used in our 1 series) in **Diag. 19**.



Diag. 19, SO call at 3 hole.

Now let's reverse our field a bit. I'm sure that many of you coaches are wondering how we run our back in the 2 hole off our 1 series.



Diag. 20, pattern of the 152 play.

We call this our 152 play, and **Diag. 20** shows the backfield pattern of the 1 series with the quarterback faking a handoff to the right half and then handing off to the full (No. 5 back) who hits through the 2 hole.

It's quite obvious that when the fullback is carrying the ball we cannot use him as a blocker. It's here that our No. 4 man at the hole, our right guard, comes into very valuable use.

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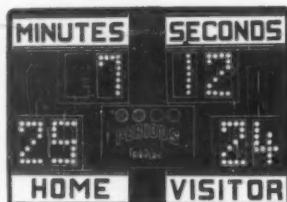
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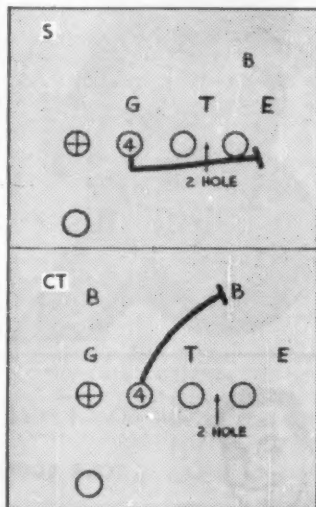
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That means the right guard must, on any C or S call, take the outside defensive lineman; and that he must, on any call involving a T, such as ST or CT, take the second defensive lineman from the outside.



Diag. 21, how right guard takes over fullback's blocking duties.

This is illustrated in Diag. 21. The dive of the right half compensates for the use of our right guard. The former, after carrying out his fake, drives into the man that the right guard would normally take on a straight-ahead block.

Diag. 22 furnishes a picture of the 152 with different calls (C and ST) in effect. It must be remembered that this blocking pattern applies only at the 2 and 8 holes when the fullback carries the ball off our 1 series. (It should be understood that at the 8 hole, the left guard takes the place of the fullback in blocking.)

From the foregoing, it's easy to understand how numerous backfield series can be added to our attack without encumbering our linemen. Our situation blocking will accommodate any new backfield series—it won't be necessary for our linemen to learn any new assignments. All they have to do—at any time—is work on the efficiency and timing



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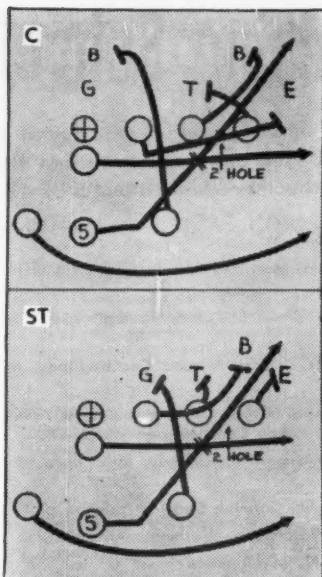
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Diag. 22, play 152 with C and ST calls in effect.

of their S, C, ST, CT, and SO assignments.

To make sure you've got the basic principles firmly in mind, here's a capsule review of the five basic calls:

S—all four men at the hole block straight ahead.

C—Nos. 1 and 4 block straight ahead, Nos. 2 and 3 exchange assignments.

ST—Nos. 1 and 2 exchange assignments, Nos. 3 and 4 block straight ahead.

CT—No. 1 takes No. 2's man, No. 2 takes No. 3's man, No. 3 takes No. 1's man, No. 4 blocks straight ahead.

SO—Same as S, but ball-carrier must go outside the offensive tackle.

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Football

- BRONZAN, BOB**, San Jose St.—California St. Poly, Stanford U.
- BRYANT, BEAR**, Kentucky—Tennessee A.A.
- CALDWELL, CHARLIE**, Princeton—Georgia Coaches, So. Carolina Coaches (adv. on p. 41), West Virginia U., Wisconsin Coaches (adv. on p. 41).
- CASANOVA, LEN**, Ohio—Oregon U. (adv. on p. 46, April).
- CRIMMINS, BERNIE**, Indiana—Indiana Ath. Assn. (adv. on p. 43).
- CRISLER, FRITZ**, Michigan—Colorado U., Kentucky U.
- DAWSON, RED**, Pittsburgh—Ohio Football (adv. on p. 40).
- ELIOT, RAY**, Illinois—Eastern Washington Coll. (adv. on p. 52, April), Georgia Coaches, Montana St. U. (adv. on p. 40).
- ERDELATZ, EDDIE**, Navy—West Virginia U.
- EVASHEVSKI, FOREST**, Iowa—Eastern Penna. Coaches (adv. on p. 40), River Falls St. Coll., Kansas.
- FAUROT, DON**, Missouri—Idaho Coaches (adv. on p. 40), New York St. (adv. on p. 42).
- FESLER, WES**, Minnesota—Minnesota U., No. Michigan Coll.
- GILLMAN, SID**, Cincinnati—Eastern Penna. Coaches (adv. on p. 40), Western Illinois—Illinois St. (adv. on p. 42), Springfield Coll. (adv. on p. 41), Ohio Football (adv. on p. 40), Florida A. & M.

Basketball

- BEE, CLAIR**, L.I.U.—Eastern Basketball (adv. on p. 39), Virginia St. Coll.
- BORCHER, BILL**, Ohio—Oregon U. (adv. on p. 46, April).
- CARNEVALE, BEN**, Navy—Colorado Coaches (adv. on p. 42).
- CASE EVERETT**, No. Carolina St.—West Virginia U., New York St. (adv. on p. 42), Indiana Basketball.
- COMBES, HARRY**, Illinois—Adelphi Coll. (adv. on p. 39), New Mexico, River Falls St. Coll.
- DRAKE, BRUCE**, Oklahoma—Springfield Coll. (adv. on p. 41), Indiana Basketball.
- DYE, TIPPY**, Washington—Idaho Coaches (adv. on p. 40), So. Dakota Ath. Assn.
- FOSTER, BUD**, Wisconsin—Wisconsin Coaches (adv. on p. 41).
- GARDNER, JACK**, Kansas St.—Eastern Washington Coll. (adv. on p. 52, April), Arizona Coaches (adv. on p. 39).
- GREENE, ROYNER**, Cornell—Adelphi Coll. (adv. on p. 39).
- HICKEY, ED**, St. Louis—Colby Coll. (adv. on p. 42).
- IBA, HANK**, Oklahoma A. & M.—So. Carolina Coaches (adv. on p. 41), Texas Coaches.

- GUEPE, ART**, Virginia—Maryland U. (adv. on p. 54, March), Virginia H. S.
- HAYES, WOODY**, Ohio St.—Ohio Football (adv. on p. 40).
- INGWERSEN, BURT**, Illinois—Arizona Coaches (adv. on p. 39).
- MEYER, DUTCH**, T.C.U.—Oregon U. (adv. on p. 46, April), Texas Coaches, Colorado Coaches (adv. on p. 42).
- MUNN, BIGGIE**, Michigan St.—Utah St. (adv. on p. 68, March).
- NEELY, JESS**, Rice—So. Carolina Coaches (adv. on p. 41).
- ODELL, HOWIE**, Washington—Washington Coaches.
- OOSTERBAAN, BEN**, Michigan—Michigan U.
- RUSSELL, RUSTY**, S.M.U.—Ohio Football (adv. on p. 40).
- SAUER, GEORGE**, Baylor—Oklahoma Coaches.
- TATUM, JIM**, Maryland—Colby Coll. (adv. on p. 42), Eastern Penna. Coaches (adv. on p. 40), Maryland U. (adv. on p. 54, March), Texas Coaches, Virginia St. Coll.
- TAYLOR, CHUCK**, Stanford—Stanford U.
- WALDORF, LYNN**, California—Kentucky U.
- WILKINSON, BUD**, Oklahoma—So. Dakota, Kansas.
- WILLIAMSON, IVY**, Wisconsin—Indiana Ath. Assn. (adv. on p. 43), Ohio Football (adv. on p. 40), Wisconsin Coaches (adv. on p. 41).

- LOEFFLER, KEN**, La Salle—Eastern Basketball (adv. on p. 39), Eastern Penna. Coaches (adv. on p. 40), Tri-St. Basketball (adv. on p. 41).
- MCCRACKEN, BRANCH**, Indiana—Indiana Ath. Assn. (adv. on p. 43), Utah St. (adv. on p. 68, March).
- MCGUIRE, FRANK**, St. John's—Eastern Basketball (adv. on p. 39).
- MILLIKAN, BUD**, Maryland—Maryland U. (adv. on p. 54, March).
- MOORE, DUDEY**, Duquesne—Eastern Basketball (adv. on p. 39), Tri-St. Basketball (adv. on p. 41).
- NEWELL, PETE**, Michigan St.—Alabama U., No. Michigan Coll.
- O'CONNOR, BUCKY**, Iowa—Western Illinois—Illinois St. (adv. on p. 42).
- RABENHORST, HARRY**, L.S.U.—Louisiana Small Coaches (adv. on p. 53, April).
- RUPP, ADOLPH**, Kentucky—Texas Coaches, Union U., Kentucky U.
- SHELTON, EV**, Wyoming—Indiana Ath. Assn. (adv. on p. 43).
- WOODEN, JOHN**, U.C.L.A.—California St. Poly, Oregon U. (adv. on p. 46, April).

COACHING SCHOOL DIRECTORY

ADELPHI COLLEGE—Garden City, L. I., N. Y.
Aug. 4-6. Co-Directors, George Faherty
(Adelphi College) and John E. Sipos,
R. L. Simpson H.S., Huntington, L. I., N. Y.
Courses: Basketball, Public Relations. Staff:
Harry Combes, Royner Greene, Dick
Crawley, Ed McCluskey, others. Tuition:
\$15 (includes room, notes). See adv. on
page 39.

ALABAMA UNIV.—Tuscaloosa, Ala. Aug.
11-14. Director, H. D. Drew. Courses:
Football, Basketball, Track, Training. Staff:
Ed Price, Pete Newell, Herb Hodges,
others. Tuition: Free.

ARIZONA ST. COACHES—Flagstaff, Ariz.
Aug. 18-23. Directors, Gov. Aker, P.O.
Box 482, Safford, Ariz., and Joe Garcia,
P.O. Box 61, Litchfield Park, Ariz. Courses:
Football, Basketball, Baseball, Training.
Staff: Burt Ingwersen, Jack Gardner,
Mike Catron, Frank Kramer, Kickapoo
Logan. Tuition: \$17.50. See adv. on
page 39.

BELOIT COLLEGE—Beloit, Wis. June 12-14.
Director, Dolph Stanley. Course: Basket-
ball. Staff: Dolph Stanley. Tuition: \$25.

CALIFORNIA ST. POLYTECHNIC COLLEGE
—San Luis Obispo, Calif. Aug. 11-22.
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Los Angeles. Courses: Workshop in All
Sports. Staff: John Wooden, Payton Jar-
dan, Robert Bronzan, Milt Axt, Bob Black-
man, Pittsburgh Pirates. Tuition: \$5 per
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CENTRAL MICHIGAN COLLEGE—Mt. Pleas-
ant, Mich. Aug. 18-22. Director, Daniel
Rose. Courses: Football, Basketball. Staff:
To be announced. Tuition: \$18 (includes
room and board).

COLBY COLLEGE—Waterville, Me. June 19-
21. Director, Ellsworth W. Millett, Box
477, Waterville, Me. Courses: Football,
Basketball. Staff: Jim Tatum, Eddie Hickey.
Tuition: \$17.50. See adv. on page 42.

COLORADO COACHES ASSN.—Denver,
Colo. Aug. 19-23. Directors, N. C. Morris,
Ed Flint, Don DesCombes. (Address Mr.
Morris at 1532 Madison St., Denver,
Colo.) Courses: Football, Basketball, Base-
ball, Track. Staff: Dutch Meyer, Ben Car-
nevale, others. Tuition: \$5, state coaches;
\$10, others. See adv. on page 42.

COLORADO UNIV.—Boulder, Colo. June
16-21. Director, Harry G. Carlson. Courses:
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Bebe Lee, Frank Potts, Frank Prentup,
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EASTERN PENNA. COACHES ASSN.—East Stroudsburg, Pa. June 23-26. Director, Marty Baldwin, Box 109, Stroudsburg, Pa. Courses: Football, Basketball, Scouting. Staff: Jim Tatum, Forest Evashevski, Sid Gillman, Ken Loeffler, Jack Prendergast. Tuition: \$40 (includes room, board, free golf). See adv. on page 40.

EASTERN WASHINGTON COLLEGE—Cheney, Wash. June 16-21. Director, W. B. (Red) Reese. Courses: Football, Basketball. Staff: Ray Eliot, Jack Gardner. Tuition: \$15. See adv. on page 52, April.

FLORIDA A. & M. COLLEGE—Tallahassee, Fla. June 16-21. Director, A. S. Gaither. Courses: Football, Basketball. Staff: Sid Gillman, Chuck Mather, Florida A. & M. Staff, others. Tuition: \$20 (including room and board).

GEORGIA COACHES ASSN.—Atlanta, Ga. Aug. 4-8. Director, Dwight Keith, 320 Ponce de Leon Ave. N.E., Atlanta, Ga. Courses: Football, Basketball, Training. Staff: Charlie Caldwell, Ray Eliot, Hugh Burns, others. Tuition: Free, members: \$10, others.

IDAHO COACHES ASSN.—Boise, Ida. Aug. 11-16. Director, L. L. Patterson, Rt. 7, Boise, Ida. Courses: Football, Basketball, Track, Training. Staff: Don Faurot, Tippy Dye, Babe Curfman, Eddie Cole, Babe Cassia. See adv. on page 40.

INDIANA BASKETBALL—Kokomo, Ind. Aug. 14-16. Director, Cliff Wells, Box 83, Tulane Univ., New Orleans, La. Staff: Bruce Drake, Ev Case, others. Tuition: \$12.

INDIANA ATHLETIC ASSN.—Bloomington, Ind. Aug. 4-7. Director, L. V. Phillips, 812 Circle Tower, Indianapolis, Ind. Courses: Football, Basketball. Staff: Ivy Williamson, Bernie Crimmins, Everett Shelton, Branch McCracken, others. Tuition: \$1, state coaches: \$10, others. See adv. on page 43.

KANSAS COACHING SCHOOL—Wichita, Kan. Aug. 18-21. E. A. Thomas, director, 306 New England Bldg., Topeka. Courses: Football, Basketball, Six-Man Football, Training. Staff: Bud Wilkinson, Forest Evashevski, Bump Elliott, others. Tuition: \$10.

KANSAS UNIV.—Lawrence, Kan. June 6-Aug. 2 (regular summer session). Director, Henry A. Shenk. Courses: Basketball, Football, Training. Staff: Phog Allen, J. V. Sikes. Tuition: Regular summer session fee.

KENTUCKY UNIV.—Lexington, Ky. Aug. 13-16. Director, Bernie A. Shively. Courses: Football, Basketball. Staff: Lynn Waldorf, Fritz Crisler, Bear Bryant & Staff, Ray Meyer, Adolph Rupp. Tuition: Free.

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LOUISIANA SMALL SCHOOL COACHES

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MARYLAND UNIV.—College Park, Md. May 23-24. Director, Bud Millikan, P. O. Box 295, College Park, Md. Courses: Football, Basketball. Staff: Jim Tatum and Staff, Art Guepe, Bud Millikan. Tuition: \$15. See adv. on page 54, March issue.

MICHIGAN UNIV.—Ann Arbor, Mich. June 23-July 5. Supervisor, Howard C. Leibee. Courses: Football, Basketball, Track, Wrestling, Training, Physical Education, others. Staff: Bennie Oosterbaan, Ernie McCoy, Don Canham, Clifford Keen, others.

MINNESOTA UNIV.—Minneapolis, Minn. May 23-24. Director, Ike Armstrong. Course: Football. Staff: Wes Fesler and Staff. Tuition: Free.

MONTANA STATE UNIV.—Missoula, Mont. July 21-25. Director, Clyde W. Hubbard. Courses: Football, Basketball, Training. Staff: Ray Eliot, Cecil Baker, Kickapoo Logan. Tuition: \$10. See adv. on page 40.

NEW YORK STATE—Clinton, N. Y. Aug. 25-28. Director, Philip J. Hammes, Proctor H. S., Utica, N. Y. Courses: Football, Basketball, Soccer, Six-Man, Rules. Staff: Ev Case, Don Faurat, Burt Ingwersen. See adv. on page 42.

NEW MEXICO—Albuquerque, N. M. Aug. 10-16. Director, Berl Huffman, U. of New Mexico, Albuquerque, N. M. Courses: Football, Basketball, Training. Staff: Bowden Wyatt, Jack Gardner, J. V. Sikes, Harry Combes. Tuition: \$10, members; \$15, others.

NORTHERN ILLINOIS ST. TEACHERS—DeKalb, Ill. June 17-18. Director, George G. Evans. Courses: Football, Basketball. Staff: To be announced. Tuition: Free.

NORTHERN MICHIGAN COLLEGE—Marquette, Mich. July 31-Aug. 2. Director, C. V. (Red) Money. Courses: Football, Basketball, Training, Rules. Staff: Wes Fesler, Pete Newell, others. Tuition: \$10 (includes room and meals).

OHIO FOOTBALL—Akron, O. Aug. 12-16. Director, Bob Harper, Akron Board of Education, N. Broadway St. Staff: Rusty Russell, Ivy Williamson, Red Dawson, Sid Gillman, Woody Hayes, Otis Douglas. Tuition: \$10. See adv. on page 40.

OKLAHOMA COACHES ASSN.—Oklahoma City, Okla. Aug. 11-15. Director, Clarence Breithaupt, 3420 N.W. 19, Oklahoma City, Okla. Courses: Football, Basketball. Staff: George Sauer, Dallas Ward, J. B. Whitworth, others. Tuition: \$5.

OREGON UNIV.—Eugene, Ore. July 7-11 and 14-18. Director, Dean P. B. Jacobson, School of Education. Courses: Football, Basketball, Baseball, Track. Staff: Dutch Meyer, Len Casanova, Johnny Wooden, Don Kirsch, Bill Bowerman. See adv. on page 46, April.

SPRINGFIELD COLLEGE

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July 8 - Aug. 14, 1952

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Coach Drake will teach one course in Beginning Basketball and one course in Advanced Basketball.

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Free to Coaches

Write: Ray Hanson, Athletic Director, Western, Macomb, Ill., or Howard Hancock, Athletic Director, Normal Univ., Normal, Ill.

COACHING SCHOOL DIRECTORY

PENNA. STATE COLLEGE—State College, Pa. June 10-27 (inter-session), June 30-Aug. 9 (main session), Aug. 11-29 (post-session). Write to Director of Summer Sessions. Courses: One-Week Coaching Courses in Various Sports; also Physical and Health Education, Recreation. See adv. on page 69, March.

RIVER FALLS ST. COLLEGE—River Falls, Wis. June 19-21. Director, Joe Hoy. Courses: Football, Basketball, Training. Staff: Harry Combes, Forest Evashevski. Tuition: \$15.

SOUTH CAROLINA COACHES ASSN.—Columbia, S. C. Aug. 10-15. Director, Harry H. Hedgepath, 1623 Harrington St., Newberry, S. C. Courses: Football, Basketball. Staff: Charlie Caldwell, Jess Neely, Rex Enright, Hank Iba. Tuition: \$7.50, members; \$15, non-members. See adv. on page 41.

SOUTH DAKOTA ATHLETIC ASSN.—Huron, S. D. Aug. 18-21. Director, R. M. Walseth, Box 203, Pierre, S. D. Courses: Football, Basketball, Track, Six-Man, Training. Staff: Bud Wilkinson, Tippy Dye, others. Tuition: Free.

SPRINGFIELD COLLEGE—Springfield, Mass. July 8-Aug. 14. Director, Dr. Raymond G. Drewry. Courses: Football, Basketball. Staff: Sid Gillman, Bruce Drake. (Other courses in Physical Ed. Activities, Gymnastics, Tennis, Soccer, Volleyball, Archery.) See adv. on page 41.

STANFORD UNIV.—Stanford, Calif. June 18-20. Director, Alfred R. Masters. Course: Football. Staff: Chuck Taylor and Staff, Pop Warner, Dick Gallagher, Bob Bronzan, Ernie Jorga, others. Tuition: Free (only for h.s. and junior college coaches).

TENNESSEE ATHLETIC ASSN.—Cookeville, Tenn. July 23-26. Director, Hooper Eblen. Courses: Football, Basketball, Baseball, Track, Training. Staff: Bear Bryant, Frank Howard, Peck Hickman. Tuition: \$15.

TEXAS COACHES ASSN.—Fort Worth, Tex. Aug. 4-8. Director, L. W. McConachie, 2901 Copper St., El Paso, Tex. Courses: Football, Basketball, Baseball, Track, Training, others. Staff: Jim Tatum, Dutch Meyer, Hank Iba, Adolph Rupp, Jack Patterson, Alex Hooks, Elmer Brown. Fee: \$13, members; \$18, non-members; \$16, college and out-of-state coaches.

TRI-STATE BASKETBALL—Pittsburgh, Pa. Aug. 25-27. Director, Willard Fisher, Westinghouse H. S., Pittsburgh 8, Pa. Staff: Ken Loeffler, Duddy Moore, Eddie McCluskey, Paul Walker, Paul Dawson, Chick Davies. Tuition: \$10. See adv. on page 41.

UNION UNIV.—Jackson, Tenn. June 5-7. Director, Robert Jelks. Courses: Football, Basketball. Staff: John Vaught, Bruiser Kinard, Adolph Rupp, Lon Varnell. Tuition: \$15.

UTAH ACTIVITIES ASSN. MEETING—Salt Lake City, Utah. Aug. 11 or 18. Director, Horace H. Rose, 19 West South Temple, Salt Lake City, Utah. Courses: Football Officiating, Football Rules Interpretation, Sportsmanship. Staff: To be announced. Tuition: Free.

UTAH COACHES ASSN.—Salt Lake City, Utah. Aug. 11-16. Director, Lee Liston. Courses: Football, Basketball, Training. Staff: Chink Coleman, Walter Aschenback, Paul Moon, Art Beckner, Kickapoo Logan.

UTAH STATE—Logan, Utah. June 2-6. Director, John Roring, Utah State College, Logan, Utah. Courses: Football, Basketball, Baseball, Training. Staff: Biggie Munn, Branch McCracken, others. Tuition: \$10. See adv. on page 68, March.

VIRGINIA H.S. LEAGUE—Charlottesville, Va. Aug. 18-20. Director, R. N. Hoskins. Courses: Football, Basketball, Baseball, Track, Training. Staff: Art Guepe and Staff, Evan Male and Staff, Frank Ward, A. K. Tebell, Grant Foster. Tuition: \$3, state coaches; \$10, others.

VIRGINIA ST. COLLEGE—Petersburg, Va. July 7-11. Director, Sal Hall. Courses: Football, Basketball. Staff: Jim Tatum, Clair Bee, John Striegman. Tuition: \$15 (plus \$3 per day for room and board, if desired).

WASHINGTON COACHES ASSN.—Seattle, Wash. Aug. 18-23. Director, A. J. Lindquist, 3215 E. Mercer, Seattle 2, Wash. Courses: Football, Basketball, Baseball, Care of Equipment. Staff: Howie Odell, Chuck Lappenbusch, Al Kircher, Jack Friel, others. Tuition: Free to members.

WASHINGTON ST. COLLEGE—Pullman, Wash. June 9-14. Director, Golden Romney. Courses: Football, Basketball, Baseball, Track. Staff: Al Kircher, Jack Friel, Buck Bailey, Jack Mooberry. Tuition: \$5.

WESTERN ILLINOIS-ILLINOIS ST.—Macomb, Ill. June 10-11. Co-Directors, Ray Hanson, Western, Macomb, Ill., and Howard Hancock, Normal U., Normal, Ill. Courses: Football, Basketball. Staff: Sid Gillman, Bucky O'Connor. Tuition: Free. See adv. on page 42.

COLBY COLLEGE COACHING SCHOOL

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FOOTBALL—JIM TATUM (Maryland)

BASKETBALL—EDDIE HICKEY (St. Louis)

Both Courses—\$17.50

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BOX 477, COLBY COLLEGE, WATERVILLE, ME.

WEST CENTRAL PENNA. COACHES ASSN.

—Johnstown, Pa. Aug. 9. Director, E. Clark Shaffer, High School, Johnstown, Pa. Course: T Formation Football. Staff: Tommy Mont, Warren Giese. Tuition: \$5.

WEST VIRGINIA UNIV. — Morgantown,

W. Va. June 23-July 11. Director, F. J. Holter. Courses: Football, Basketball, Track, Training. Staff: Charlie Caldwell, Eddie Erdelatz, Everett Case, Art Lewis, Red Brown, others. Tuition: \$5 per credit hour (state residents); \$7 for non-residents.

WISCONSIN COACHES ASSN. — Madison,

Wis. Aug. 18-22. Director, Harold A. Metzen, 1809 Madison St., Madison, Wis. Courses: Football, Basketball. Staff: Ivy Williamson & Staff, Bud Foster, others. Tuition: \$10, non-members; \$5, members. See adv. on page 41.

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(Continued from page 5)

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(Ed. Note: This fine paper is an extract from Mr. Donald E. Fuoss's doctoral project at Teachers College, Columbia University, on "An Analysis of the Incidents in the Olympic Games from 1924 to 1948 with Reference to the Contribution of the Games to International Good Will and Understanding"—a beautifully detailed educational analysis of the modern Olympic Games.)

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- ☐ Information on Oxite Gym Mat Felt Filler

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- ☐ Catalog on Rackets and Restringing Service

AMERICAN WIRE (28)

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- ☐ Catalog of Basketball Shoes

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- ☐ Information on Gym Mat Reconditioning Service

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- ☐ Information on Football Down Marker

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- ☐ Catalog on Full Line of Athletic Supporters

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- ☐ Information on Electric Basketball Scoreboards

COACHING SCHOOLS

Further information on

- ☐ Adelphi Coll. (39)
- ☐ Arizona St. (39)
- ☐ Colby Coll. (42)
- ☐ Colorado Coaches (42)
- ☐ Eastern Basketball (39)
- ☐ Eastern Penna. (40)
- ☐ Idaho Coaches (40)
- ☐ Indiana H. S. A. A. (43)
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- ☐ Book, "How to Play Football" by Charlie Caldwell
- How many _____

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- ☐ Catalog

RIDDELL, JOHN T.

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- ☐ Information on Book, "Football For All"

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